

School and Community

Vol. XVI

OCTOBER, 1930.

No. 8

THE ARROW ROCK TAVERN, ONE HUNDRED YEARS OLD

THE OLD TAVERN at Arrow Rock in Saline County is one of Missouri's most interesting historical relics.

Built in 1830 by Judge Joseph Huston to house travelers along the Santa Fe Trail, it still serves as a hostelry.

It has sheltered many notables, among them being Washington Irving, and Kit Carson. Thomas Hart Benton was a frequent guest at the inn.

It is now the property of the State through the efforts of the D. A. R.'s.



SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

Vol. XVI

OCTOBER, 1930.

No. 8

Published monthly, except July and August, at Columbia, Mo., by the Missouri State Teachers' Association as per Article VI, section 6 of the Constitution of the M. S. T. A., under the direction of the Executive Committee.

Entered as Second-Class matter, October 29, 1915, at the Postoffice at Columbia, Missouri, under Act of March 3, 1879. Acceptance for mailing at special rate provided for in Section 1103, Act of Oct. 3, 1917, authorized May 17, 1921.

Annual membership dues \$2.00, 60 cents of which is to cover cost of School and Community. Subscription to non-members, \$2.00 a year.

Change of Address—If you have your address changed give old as well as new address.

GENERAL OFFICERS AND COMMITTEES, MISSOURI STATE TEACHERS' ASSOCIATION.

Next Meeting, Kansas City, November 12-15, 1930.

General Officers

Henry J. Gerling, President, St. Louis, Superintendent Public Instruction; Amelia Knoller, 1st Vice-President, Montgomery City, Grade School Principal; G. E. Dille, 2nd Vice-President, Chillicothe, Superintendent Schools; John F. Hodge, 3rd Vice-President, St. James, Superintendent Schools; E. M. Carter, Secretary-Treasurer, Columbia, Secretary Reading Circle Board, Business Manager School and Community; Thos. J. Walker, Columbia, Editor School and Community and Assistant Secretary.

Executive Committee

Miss Calla Edington Varner, Chairman, St. Joseph, Principal Central High School and Junior College; Henry J. Gerling, Ex-Officio, St. Louis; Byron Cosby, Kirksville, Business Administrator, State Teachers College; J. W. Shannon, Springfield, Head Department of History, State Teachers College; Miss Anna M. Thompson, Kansas City, Teacher Northeast High School; J. F. Taylor, Kennett, Superintendent Schools; Miss Jessie Via, Rolla, Principal High School.

Legislative Committee

Supt. George Melcher, Chairman, Board of Education, Kansas City; Supt. M. B. Vaughn, Montgomery City; Prof. B. G. Shackelford, Board of Education, St. Louis; Prin. B. M. Stigall, Kansas City; Supt. Geo. R. Loughead, Poplar Bluff; Supt. H. P. Study, Springfield.

Committee on Sources of Larger Revenue

Roscoe V. Cramer, Chairman, Switzer School, Kansas City; W. W. Carpenter, University of Missouri, Columbia; W. H. Lemmel, Flat River.

Committee on Professional Standards and Ethics

John L. Bracken, Chairman, Clayton; Miss Pauline Kiess, Canton; M. A. O'Rear, State Teachers College, Springfield.

Reading Circle Board

Cora E. Morris, Chairman, Bois D'Arc, 1930; W. F. Hupe, Montgomery City, 1931; Grover M. Cozean, Fredericktown, 1932; Henry J. Gerling, Ex-Officio, St. Louis; Chas. A. Lee, Ex-Officio, Jefferson City.

Committee on Necrology

R. H. Emberson, Chairman, Columbia, 1930; W. C. Barnes, Carthage, 1930; Miss Ona Long, Joseph S. Chick School, Kansas City, 1930; Geo. W. Hanson, Iron-ton, 1931; A. C. Moon, Malden, 1931; Miss Grace Mulholland, Ashland School, St. Louis, 1931; Miss Hettie Anthony, State Teachers College, Maryville, 1932; Grady Humphrey, Appleton City, 1932; A. R. Powell, Newburg, 1932.

Committee on Resolutions

First, O. L. Pierce, Palmyra, 1930; Second, J. A. Burnside, Marceline, 1931; Third, Sarah Powers, Princeton, 1930; Fourth, Elizabeth L. White, Maryville, 1930; Fifth, Genevieve M. Turk, Scarritt School, Kansas City, 1931; Sixth, H. N. McCall, Greenfield, 1930; Seventh, James E. Sutton, Marshall, 1931; Eighth, C. A. Phillips, Columbia, 1931; Ninth, D. E. Matthews, Sullivan, 1930; Tenth, F. L. Wright, Washington University, St. Louis, 1930; Eleventh, H. H. Edmiston, Laclede School, St. Louis, 1931; Twelfth, Miss Mary Ward Hartman, Wyman School, St. Louis, 1931; Thirteenth, W. L. Lemmel, Flat River, 1930 Fourteenth, P. J. Stearns, New Madrid, 1931; Fifteenth, N. E. Viles, Neosho, 1930; Sixteenth, A. H. Bailey, Mtn. Grove, 1930.

Ex-Officio: President Henry J. Gerling, Board of Education, St. Louis; State Superintendent Chas. A. Lee, Jefferson City.

Committee on State Junior and Senior High School Course of Study

Dean M. G. Neale, Chairman, University of Missouri, Columbia; Armand R. Miller, Harris Teachers College, St. Louis; J. R. Scarborough, Jefferson City.

Committee on Teachers Salaries and Tenure of Office

A. G. Capps, Chairman, University of Missouri, Columbia; C. C. Crosswhite, Cameron; Mrs. Edna Seyb, Kahoka.

Committee on Health and Accident Insurance

Fred Urban, Chairman, State Teachers College, Warrensburg; Miss Nell E. Lain, Irving School, Kansas City; Robert A. Grant, Beaumont High School, St. Louis; B. P. Lewis, Rolla.

Committee on Placement Bureau

W. F. Knox, Chairman, Jefferson City; Arthur Lee Clinton; Miss Gladys Lomax, Sherwood School, St. Joseph.

Teachers Retirement Fund Committee

W. E. Morrow, Chairman, Warrensburg; Miss Anne R. Waney, Soldan High School, St. Louis; Miss Edith Gallagher, Central High School, St. Joseph; Miss Mary A. Thompson, Dewey School, St. Louis; C. A. Phillips, Elementary School, Columbia; Miss Genevieve Turk, Scarritt School, Kansas City.

Books that get results



There is no better time than NOW to use this order blank

HALL & McCREARY COMPANY 434 S. Wabash Ave., Chicago.

Enclosed find \$..... for which send the books listed below:

— copies Work and Play with Words At 48c a copy. At \$5.18 a doz.
 — copies Story Games with Pictures and Numbers At 48c a copy. At \$5.18 a doz.
 — copies Gray Kitten and Her Friends At 30c a copy. At \$2.16 a doz.
 — copies Smedley & Olsen New Primer At 60c a copy.
 — copies Smedley & Olsen New First Reader At 60c a copy.
 — copies Forty Famous Stories At 24c a copy. At \$2.40 a doz.
 — copies Four and Twenty Famous Tales At 24c a copy. At \$2.40 a doz.
 — copies Stories I Like with Pictures By Me At 24c a copy. At \$2.40 a doz.
 — copies Read and Do At 20c a copy. At \$2.16 a doz.

— copies Safety First Stories and Pictures At 16c a copy. At \$1.72 a doz.
 — copies Fairy Folk Stories and Pictures At 16c a copy. At \$1.72 a doz.
 — copies Sunbonnet Sue and Overalls Jim At 16c a copy. At \$1.72 a doz.
 — copies Circus Pictures to Cut, Color and Paste At 16c a copy. At \$1.72 a doz.
 — copies Mother Goose Pictures to Cut, Color and Paste At 16c a copy. At \$1.72 a doz.
 — copies Peter Rabbit Pictures to Cut, Color and Paste At 16c a copy. At \$1.72 a doz.
 — copies GOLDEN BOOK of Favorite Songs At 24c a copy. At \$2.40 a doz.
 — copies GRAY BOOK of Favorite Songs At 24c a copy. At \$2.40 a doz.
 — copies Beginner's Book in Writing and Spelling At 20c a copy. At \$2.16 a doz.

Not less than 12 at dozen prices.

Send to _____

Street and No. _____

Post Office _____

County _____ State _____

If goods are to be charged and you are authorized to order in the name of your school, fill out this form:

Charge to _____

(Name of School or Number of School District)

Post Office _____ State _____

(Address of School Board)

Ordered by _____ Official Position _____

All prices are postpaid. Our catalog gives complete descriptions. A copy was mailed to you shortly before the publication of this Journal.

Teachers' Group Insurance

Valuable Protection for Your Loved Ones
and Yourself is available under the M. S. T. A. plan
with

AMERICAN NATIONAL INSURANCE CO.

You can afford to pay—

\$7.00 annually for \$1000
\$13.00 annually for \$2000

of this insurance which provides for you in case of
Permanent Disability and for some loved one in case
of death.

Have You Filed Your Application?

DO IT NOW!

Write for application blanks to
E. M. CARTER, Sec. M. S. T. A., Columbia, Mo.

RAILROADS CONTRIBUTE TO PROSPERITY

A MERICAN rail roads annually consume 23 per cent of the bituminous coal produced in the United States. They also consume approximately 20 per cent of the fuel oil, 20 per cent of the total timber cut and 16 to 20 per cent of the iron and steel output of the country.

Q The largest single item of expense for these four major commodities amounts to more than \$300,000,000 a year for bituminous coal. Timber, including cross ties, switch and bridge ties, and lumber costs the railroads more than \$100,000,000 annually. Steel rails cost approximately \$100,000,000 a year.

Q Exclusive of miscellaneous material and supplies such as cement, lubricating oils and grease, ballast, electrical materials, commissary supplies, paints, chemicals, etc., American railroads annually expend about \$1,000,000,000 a year for coal, oil, forest products and iron and steel products and the miscellaneous group of items costs annually more than a third of a billion dollars.

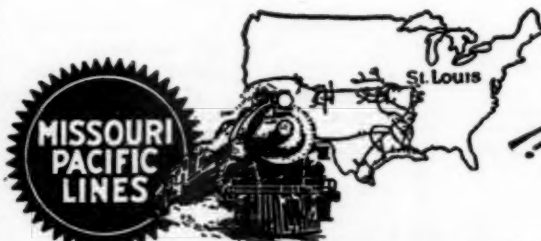
Q The fuel bill of the American railroads has increased from \$250,000,000 a year in 1916 to more than \$350,000,000 annually in recent years and the cost of other materials and supplies has increased from approximately \$500,000,000 a year to more than \$1,000,000,000 a year.

Q The foregoing figures are quoted to show the tremendous influence exerted by the railroads in fields outside those of transportation. When it is remembered also that the cost of labor on American railroads has increased from \$1,365,000,000 in 1916 to an amount nearly double, or slightly more than \$2,600,000,000 in 1929, it is easy to understand the extent to which the prosperity of this country is dependent upon the prosperity of the railroads.

Q Super excellent service which is so dependable that all business can be conducted with reduced inventories and with material savings also contributes immeasurably to what we are pleased to term the prosperity and development of the nation.

Q Regardless of temporary adjustments that may be necessary in the regulation of production and distribution, the American railroads will continue to be the best customer of American industry as well as the most indispensable servant of that industry and they will continue to provide an economic background for our national well-being in years to come as they have in years past.

Q The railroads have a profound appreciation of their responsibilities and they are striving to the extent of their abilities to fulfill those obligations. I feel that if the public also appreciates the extent to which this country is dependent upon railroads, the sympathetic understanding and support of the American people will be what it should.



I solicit your co-operation and assistance.

W. B. Egan
President

"A Service Institution"

Is MONEY Your Problem?

PROBLEM	SOLUTION
Bills . . \$227.00	Simply fill out and mail the coupon below ■ ■ AT ONCE!
Cash . . 18.00	
Debts . \$209.00	
Pay Day 30 days away. How can these bills be met?	

We'll advance you

\$100 to \$300

Quickly

UNDER our special plan for teachers only, you can borrow \$100 to \$300 cash at once on your own signature alone. We require no endorsers. We take no assignments. And absolutely no inquiries will be made about you through your friends, relatives or the school board. You have as long as a year and eight months to repay your loan—or you may repay in full at any time. Charge will be made only for the actual time you keep the money.

Our Rate 2½% a Month

You may make your loan entirely by mail, if you wish. Just send us the coupon. Or if more convenient, phone or visit the nearest Household office.

Household Finance Corporation

MISSOURI OFFICES

KANSAS CITY { 3rd Floor, Bonfils Building
4th Floor, Victor Building
2nd Floor, Wirthman Bldg.
ST. JOSEPH, 4th Floor, Tootle Building
ST. LOUIS, 3rd Floor, Central Natl. Bk. Bldg.
705 Olive Street

MAIL COUPON

Mail to nearest office—it is understood this inquiry does not obligate me to borrow or put me to any expense.

Name.....

Amount I wish to borrow \$..... My salary is \$.....

I teach at

Street..... City.....

POPULARITY TRESSLER'S ENGLISH IN ACTION

A FOUR-YEAR HIGH-SCHOOL COURSE

In a two-book series or a four-book series with Answer Book for teachers, containing answers to the Tests and Exercises.

ENGLISH IN ACTION has been ordered for Cape Girardeau, Marshall, St. Louis, Mo.:—Dayton, Canton, Ohio:—Louisville, Lexington, and the State of Kentucky:—San Francisco, California:—Chicago, Illinois:—Minneapolis and St. Paul, Minnesota:—Buffalo, New York:—Washington, D. C., and many other schools.

D. C. HEATH AND COMPANY

1815 Prairie Avenue, Chicago

THE NEW WIDE AWAKE READERS



Four essentials have been carefully observed:

Child Interest

Careful and Even Grading

Abundance of Reading Matter

Non-duplication of Material

Whether or not you knew the old Wide Awake Readers you ought to become acquainted with the New Wide Awake Readers. The New Wide Awake Junior, 65 cents; Primer, 65 cents; First Reader, 70 cents; Second Reader, 70 cents; Third Reader, 75 cents; Fourth Reader, 85 cents.

LITTLE, BROWN AND COMPANY

34 Beacon St., Boston 221 East 20th St., Chicago

Macmillan Announces

An illustrated *SCHOOL NEWSPAPER* with
SPECIAL EDUCATIONAL FEATURES

THE NEWS REVIEW

A new school newspaper,
published weekly that

- Not only states, but explains and illustrates the important news of each week.
- Gives simple, interesting, authentic information regarding the facts of history, geography, science and literature, that explain it.
- Enjoys the unsurpassed news and pictorial facilities of *THE NEW YORK TIMES*.
- Contains 8 half-newspaper-size pages of large, clear type, and beautiful, up-to-the-minute rotogravure illustrations.

Subscription rates

	1 to 4 subscribers	5 or more subscribers
First semester (Sept. 3-Jan. 19)	\$0.80 each	\$0.60 each
Second semester (Jan.-26-June 1)	\$0.80 each	\$0.60 each
First year (Sept. 3-June 1)	\$1.60 each	\$1.20 each

Outstanding Successes in their field—

THE GATES-HUBER WORK-PLAY BOOKS

The new series of basal readers
founded on

TESTED THOUGHT
plus

SCIENTIFIC RESEARCH
MARSHALL

AMERICAN HISTORY
For pupils of Junior High School age.
\$1.60

MARSHALL & WESLEY

**WORK BOOK IN AMERICAN
HISTORY**

Part I—\$.48 Part II—\$.48
Complete—\$.68

THE MACMILLAN COMPANY

2459 Prairie Avenue, Chicago

MORE TAUGHT IN LESS TIME

through

"MY PROGRESS BOOKS"

*The Individual Test and
Study Books*



"My Progress Books in Reading"

Provide convenient, purposeful seat work that—is full of interest and pedagogically sound—prevents failures by diagnosing individual difficulties.

Beginners (Grade 1) No. 2 (Grade 3)
No. 1 (Grade 2) No. 3 (Grade 4)

"My Progress Books in English"

Eleven Individual Work Books for Grades 3 to 8
(One for Each Half Year)

Built on the Contract Plan, these Books—overcome common errors of speech—build rich vocabularies—provide diagnostic tests for remedial teaching.

"My Progress Books in Arithmetic"

Individualize Instruction—Provide Purposeful Seatwork—Teach, Practice, Test, Then Teach Again just where it is needed.

No. 1 No. 2 No. 3 No. 4 No. 5 No. 6

"My Progress Books in Good Health"

Build Habits of Health in Elementary Grades
Provide for recognition of the importance of proper health acts—create a desire to practice good health acts—provide continued opportunity for the habituation of such acts.

No. 1 No. 2 No. 3 No. 4 No. 5

**Only 18c each in quantities of
four or more. 25c single copy.**

Try Them!

Request Copies Today.

AMERICAN EDUCATION PRESS, Inc.

Columbus, Ohio

Send _____ copies of My Progress Book in

_____ for use in Grade _____

Name _____

Address _____



TABLE OF CONTENTS.

Editorials		The Oregon Trail	429
Tangible Wealth Constitutes only 20%		Progressive Resolutions	433
of the Total Wealth but it Bears 96%		Character Development Through Class-	
of the Tax Burden	407	room Procedures	434
State Aid vs. State Support	408	What is the Parent-Teacher Association?	439
Our Candidates for State Superintendent	410	Thinking in Education	443
A Meeting of Special Interest	413	State Department of Education	448
Who's Who on the 1930 Program of the		Mrs. Mary A. Birch—A Tribute	458
Missouri State Teachers Association ..	413	Lizzie Moore Forgotten	458
Six Strong District Programs	417	News Notes	460
How to Teach Young People to Conserve		Index to Advertisers	463
and Improve Their Own Health	427		

HARZFELD'S

PETTICOAT LANE

KANSAS CITY

A Store of Specialty Shops for 40 Years

When You Come to Kansas City for the
Missouri State Teachers' Convention

Remember to Visit

HARZFELD'S

The Fashion Center of Kansas City.

Here you will find the new fashions as decreed by Paris, in gowns, frocks, wraps and accessories. Imports, replicas or original models, that are the authentic fashions. A complete wardrobe designed to fill every want of the smart women's needs, can be had in the Harzfeld shops—at moderate prices.



EDITORIALS

TANGIBLE WEALTH CONSTITUTES ONLY 20% OF THE TOTAL WEALTH BUT IT BEARS 96% OF THE TAX BURDEN.

THIS ALARMING indictment against our present tax system has been denied and Dr. Isador Loeb representing the Associated Industries appears before the high court of public opinion by the newspaper route and wants the indictment quashed, annulled, and annihilated on the ground that it is not thus written in the report of the Survey Commission and on the further statement that it cannot be true. Dr. Loeb argues academically that all wealth is based on property; that where there is a farm mortgage there must be a farm of greater value, where there is a bond there must be property of a greater amount to secure that bond. Therefore, tangible property must always be in excess of intangible. This is a logical argument, perhaps, so far as the world is concerned. It certainly is not true of individuals. It is possible that an individual may be very wealthy and own no tangible property, so far, at least, as the assessor is concerned. Surely each **individual** is not bound to have more of tangible than intangible property. What is true of individuals may likewise be true of communities, states and even nations. Otherwise why do they fluctuate in wealth? If nations must depend solely on their tangible property for wealth, why has the United States recently be-

come the richest nation in the world? Not because she has increased her tangible property which is fixed and immobile. She is wealthy now because intangible property is fluid and mobile and this form of wealth has flowed into the United States from many sections of the world, just as it has flowed into cities from all sections of the country.

The physical property of the General Motors Corporation is in Detroit but many Missourians own productive stock in this organization.

Mr. E. Sydney Stephens, President of the organization that is actively supporting the report of the Survey Commission defends the "Twenty-eighty" and "Ninety six-four" statements in part as follows:

First, as to the relative values of tangible and intangible wealth. The Assistant Secretary of the United States Chamber of Commerce recently issued a statement in which he declared the per capita income of continental United States was \$740. On this basis the total income for Missouri would be approximately two billion, five hundred ninety million dollars (\$2,590,000,000). If that income be capitalized on a 7% basis the total wealth of the state will amount to about \$37,000,000,000. The amount of wealth tangible to the tax assessor has been somewhat less than \$5,000,000,000. If we now translate the disputed statement into terms of dollars, it becomes "five billions pay 96% of the taxes while thirty-two billions pay only 4%

of them." And from these figures it appears that the intangible wealth is 86% of the total.

Again, taking the federal income tax as a basis for the computation of wealth, we find that corporations paid to the federal government last year \$30,000,000 at a rate of 11½%. This means that the total income of corporations was about \$255,000,000. Individuals paid federal income taxes aggregating \$20,000,000 on a rate of 11½%, indicating an acknowledged income of \$1,330,000,000. The total income of corporations and individuals who paid an income tax to the federal government was therefore \$1,588,000,000. If this income represented a 7% return on the wealth represented, then the wealth is actually well in excess of twenty billions. But as was previously cited, the tangible wealth of Missouri which the assessor can get at is only about five billions. Thus the twenty-eighty ratio holds good, even when we count all the assessed wealth on the one hand and only the income tax paying wealth on the other. Up to this time the indictment has not been quashed, and the Associated Industries is still praying that the people forget it, because Dr. Loeb says he thinks it just can't be.

Regarding the assertion that tangible property bears 96% of the tax burden, which Dr. Loeb denies, Mr. Stephens calls attention to the following facts:

The income for state and local government is \$114,500,000 annually. Of this \$102,000,000 is raised by local governments (school districts, townships, towns, cities and counties) all of which is raised by a tax on tangible property. The state raises \$6,500,000 on tangible property. It raises \$1,-

000,000 on corporation franchise taxes and another \$1,500,000 on inheritance taxes. This makes a total of \$110,000,000 raised on tangible property which is a little more than 96% of the total.

Notwithstanding the abhorrence that the Associated Industries seems to have for these statements and the nausea they have suffered on account of such statements receiving wide circulation, the common run of people who pay the bills will continue to repeat them and to demand a movement toward equalization of tax burden as recommended by the Survey Commission.

Keep telling the people about it! Whether the Associated Industries of Missouri or the People of Missouri have control the state government is to be determined on this issue.

A STRONG objection will be raised by the Associated Industries against that part of the Survey Commission's Report which recommends that each school district be guaranteed a minimum of \$900 per elementary teacher and \$1200 per high school teacher when the district has levied a twenty-cent tax on each one hundred dollars of its valuation. The real objection to this provision will be that this is the very feature that will mean most and go farthest toward relieving property of its tax burden. If this part of the recommendations is killed there can be no appreciable tax reduction and there will be no shifting of the burden from the back of over-burdened property to the shoulders of incomes. Those who say that they favor the tax provisions of the report but

STATE AID

VS.

STATE SUPPORT.

do not favor the provisions regarding schools had as well say they are against the whole report. There will be no tax reform without taking school taxes into consideration.

The voiced objections, however, will be of the following variety:

"A district that does not vote more than a twenty cent levy ought not to be given state aid."

"It is not right that wealthy districts be required to pay for the education of the children in poor districts."

"No state aid should be given a district until the district has first done all it can do."

Each of these statements indicates a lack of knowledge of the principles upon which the Survey Commission acted. The Commission worked on the theory that education should be a state function and that our constitution makes it a state function by laying upon the General Assembly the specific duty of providing free instruction for all persons in the state between the ages of six and twenty.

Since education is a state function, it is clearly the duty of the state to set up a minimum standard of education, which the plan of the commission

does, and not a maximum standard, which the present plan of state aid does. To offer aid is the old theory upon which we have been working. To give **support** is the theory upon which the Commission made its recommendations. One says lift every ounce you can, then if you cannot carry the minimum load the state will carry the remainder. The other says carry your share of the load and the state will carry the remainder. One makes a district exert continuously its maximum strength all the time. The other leaves with the district a reserve of strength. One says to property, which represents only one-fifth of the strength of wealth, "carry the whole burden of education". The other says to incomes, "Take part of the load which is but your reasonable service".

If education is for the welfare of the state as a whole it would appear that the Commission's position is invulnerable, and our State Constitution is right. If education is for the welfare of communities only, or individuals only; if it should belong only to wealthy centers and be the property only of those who can pay the entire cost, then our present system and the Associated Industries are right.

THE BEST SHORT STORY

Chillicothe has 47 teachers, 47 are members of the M. S. T. A.

Chillicothe has 6 schoolboard members, 6 are members of the M. S. T. A.

Chillicothe has 7 presidents of local P.-T. A. groups, 7 are members of the M. S. T. A.

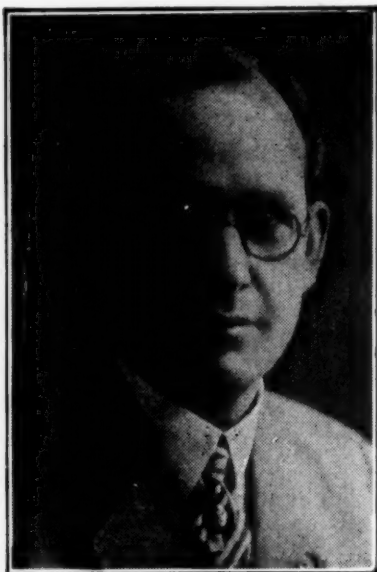
That's "100% everywhere" in Chillicothe.

Superintendent G. E. Dille who is doing many unusual things for the Chillicothe school, and all of them exceedingly well, writes, "We believe the SCHOOL & COMMUNITY should be in the headquarters library of every local P.-T. A. in Missouri."

The editor is ready to rank Superintendent Dille high as a formulator of "articles of faith."

Our Candidates for State Superintendent

The following are the statements of the respective candidates made in response to a request from the editor.



Mr. Lee's Statement

TO SCHOOL OFFICIALS AND TEACHERS OF MISSOURI

I take it for granted a detailed statement covering the work of the Department during my administration is unnecessary because the teachers and school officials are familiar with what has been done. However, by way of summary may I say that during the last few years the Department has developed a definite Educational Program, and if Superintendent during the next four years, I will exert every influence possible to help bring about the realization of that program, the essential features of which are:

First: An adequate state school equalization fund that every school district in the state may offer the state's minimum educational program of eight years of elementary school work and four years of high school work on a reasonable tax levy.

Second: A larger general distributive fund that the state may bear a larger share of the cost of public education, which would relieve taxes on local property.

(cont'd. on 1st col. next page)



Mr. Gehr's Statement

MR WALKER, the editor of School and Community, has very kindly requested me to write a statement to be published in School and Community along with the statement of my opponent, State Superintendent Lee. As I have never been a candidate for a state office before, I think the teachers of the state are entitled to have a statement from me concerning my previous work and qualifications for the office which I seek as well as a statement of the principles and policies for which I stand and which I shall endeavor to put in practice in the event of my election.

I was born in Morgan County, Missouri; taught in the rural schools of that county three years; attended the State Teachers College at Warrensburg where I graduated; later I was principal of the Pleasant Hill High School for one year; Principal of the California Missouri High School four years; then superintendent at Pleasant Hill for two years and Associate Professor of Agriculture in the Warrensburg State Teachers College for four years; and have been head of the De-

(cont'd. on 2nd col. next page)

Third: Larger school districts. Larger school districts in Missouri are absolutely essential before adequate educational facilities can be provided for all the children.

Fourth: Professionalization of the office of county superintendent with adequate clerical and supervisory assistance. The county superintendent's office should be the leading school office in the county.

Fifth: Professionalization of the office of state superintendent with adequate provision for administrative, supervisory and clerical assistance. This should include a department of (a) Research and Statistics (b) Finance and Accounting, (c) School house Planning and Construction, (d) Teacher-Training, (e) Census and Attendance, (f) Adult Education, (g) Elementary Education, (h) Special Education and (i) Negro Education. The High School Department, the Rural School Department, the Health and Physical Education Department, and the Vocational Department should be enlarged so as to be able to take care of the work in the most efficient manner possible.

Sixth: Music. More and better music facilities should be provided in all the schools.

Seventh: Kindergartens. A well equipped kindergarten for all children of kindergarten age.

Eighth: Junior High Schools. Extension of the junior high school program to all districts where a junior high school program is possible.

Ninth: Special Education. Better educational facilities for the underprivileged child.

Tenth: A living wage for all teachers. A large number of teachers are now receiving less than \$600 per year which is not a living wage.

Eleventh: An adequate and just retirement system for all teachers.

Twelfth: The setting up of definite teaching positions for high school teachers and then training teachers for those positions.

Thirteenth: Adequate rural, elementary and high school facilities for all the children in the state.

Fourteenth: Simplification of our certification system. We have too many certification agencies with too many certifi-

(cont. on 1st col. next page)

partment of Agriculture, State Teachers College at Cape Girardeau since 1918.

My scholastic training consists of graduation from Warrensburg; Bachelors Degree from the University of Missouri; Masters Degree from the University of Wisconsin and two years of additional graduate at work at the Universities of Chicago, Wisconsin, and Minnesota. I have written seven (text books) of various kinds dealing with Agriculture. They are as follows:

One Hundred Exercises in Agriculture published in 1915; Productive Agriculture 1917; Principles of Agriculture 1919; Livestock and Farm Mechanics 1922; Soils and Crops 1924; Nature Study Book One 1929; Nature Study Book Two 1930.

My experience as a rural school teacher, a teacher in High School and a teacher in teachers colleges in which I have attempted to prepare teachers to teach in the public schools has, I believe, caused me to have a sympathetic attitude toward the child that will enable me to make service to the children of Missouri my greatest goal should I be elected State Superintendent of Schools.

I desire to make the following statement concerning the policies I shall do my best to follow in case of my election. First: I believe the issues raised by the report of the Governors Survey Commission to be the most vital problems before the people of Missouri today. I believe the recommendations of the Survey Commission should be adopted and I am especially anxious to see the recommendations concerning the public schools and the recommendations concerning taxation enacted into law. The first will give the children of the state a square deal and enable those administering education in Missouri to provide for approximately equal opportunities for all the children in the state. The second will go a long distance towards equalizing taxation, and will in my opinion, be an important step in restoring general prosperity to our state and especially to the farmers of the rural districts.

Second: If elected it shall be my policy to work hand in hand with the teachers of the state through their organization, the State Teachers Association, in secur-

(cont. on 2d col. next page)

icates in force. Teachers should be trained for a specific task and then certificated to do it.

The records of the Department will reveal to everyone I have worked unceasingly for these principles and, if I am State Superintendent during the next four years, I shall continue to exercise every effort toward their realization. It requires years, many times, to effect changes in a school system especially when such changes will bring about marked reorganization. Never before have these most needed reforms been so near realization. The ground work has to some extent been built up during the past years by establishing these needs in the public consciousness so that their accomplishment it seems is not far away in the adoption of the recommendations of the State Survey Commission.

The Department has been at your service in every possible way so far as we could with the present personnel. We have answered every call of administrative officials and board members we could and through county meetings, demonstration schools, publications and letters tried to serve every teacher in the state. If superintendent during the next four years I shall endeavor to extend this service to its fullest possibilities. The Department's only reason for existence is to serve all the scholastic interests of the state that the children may have the best educational facilities possible.

CHAS. A. LEE

State Superintendent of Schools

DUTY AND REVERENCE

When one considers in its length and in its breadth the importance of this question of the education of a nation's young, the broken lives, the defeated hopes, the national failures, which result from the frivolous inertia with which it is treated it is difficult to restrain within one's self a savage rage. In the conditions of mo-

ing the legislation that will be of greatest benefit to our schools. I recognize especially the needs that have been pointed out by the association in their resolutions concerning the reorganization of administration both in our state department and in the county administration of our schools.

Should I be elected I shall do my utmost to gain the confidence of the members of our General Assembly and to follow with as little variation as possible a steady policy which I hope to work out in connection with the authorized officials of the Missouri State Teachers Association, for the betterment of the public schools.

Yours for better schools,

John H. Gehrs

dern life the rule is absolute, the race which does not value trained intelligence is doomed. Not all your heroism, not all your wit, not all your victories on land or at sea, can move back the finger of fate. To-day we maintain ourselves. Tomorrow science will have moved forward yet one more step, and there will be no appeal from the judgment which will then be pronounced on the uneducated.

We can be content with no less than the old summary of educational ideal which has been current at any time from the dawn of civilization. The essence of education is that it be religious.

Pray what is religious education?

A religious education is an education which inculcates duty and reverence. Duty arises from our potential control over the course of events. Where attainable knowledge could have changed the issue, ignorance has the guilt of vice. And the foundation of reverence is the perception, that the present holds within itself the complete sum of existence, backwards and forwards, that whole amplitude of time which is eternity.

From the Aims of Education by A. N. Whitehead.

A MEETING OF SPECIAL INTEREST

Kansas City, from Wednesday November 12, to Saturday November 15, the Sixty-eighth Annual Meeting of the Missouri State Teachers Association

THE TEACHERS and the leading civic organizations of Kansas City are making plans for the entertainment of the thousands who will be drawn thither by the sixty-eighth annual meeting of the Missouri State Teachers Association, November 12-15.

The Women's Chamber of Commerce of Kansas City has rendered special assistance by making it possible for the Association to secure Admiral Byrd for an illustrated lecture on Thursday evening. Commander Byrd's lecture will, of course, be concerning his recent expedition to the Antaretic.

While no phase of educational work has been neglected in the selection of

talent for the program, teachers in the field of vocational and industrial education will find that their interests have received special attention.

An unusual feature of the program is an orchestra to be composed of individuals selected from the various high schools of the state. Those composing the orchestra will be assembled by the teachers' colleges and will have been given special training for the selections composing the program.

The all-state orchestra will appear at the general session Friday evening. Music for most of the other sessions will be furnished by the pupils of the Kansas City Schools.

Who's Who on the 1930 Program of the Missouri State Teachers Association

Harry Elmer Barnes

Dr. Harry Elmer Barnes, of Smith College, a well known educator, lecturer, and writer. He received his A. B. and A. M. degrees from Syracuse University, and his Doctor's degree from Columbia University, later doing research work at Harvard University. He has had a number of years of experience as instructor in history, sociology, and economics, and has gained international recognition as a writer and lecturer. His books and articles on the subjects of sociology, history, and criminology have gained for him distinction in the United States and abroad.

Dr. Barnes will speak at the general session Thursday morning and before the College and University Division Thursday afternoon.

Cameron Beck

Mr. Cameron Beck is Personnel Director at the New York Stock Exchange. He has spoken on many occasions before state teachers' conventions and at several of the meetings of the National Education Association. Mr. Beck has a message that will be of intense interest to

the teachers of Missouri.

He will speak before the general session on Wednesday evening and again on Thursday morning.

William H. Burton

Dr. William H. Burton is a member of the faculty of the School of Education of the University of Chicago, and a recognized authority in the field of school supervision. He is also an interesting and a stimulating speaker on subjects outside the field of his major interest. He recently returned from a trip to Russia, where he was deeply impressed with the things he observed. Missouri teachers will be interested in hearing him discuss the conditions he found to exist in the land of Lenin and Trotsky.

Dr. Burton will appear on the general program on Friday evening, and will speak to the Department of School Administration on Friday afternoon.

Richard E. Byrd

Rear Admiral Richard E. Byrd, distinguished naval officer, noted aviator, famous polar explorer, and popular lecturer, has many other notable achieve-

ments to his credit besides that of commanding the expedition that returned from the Antarctic last spring. He was one of a party that flew over the north pole in 1926, and in 1927 he and three companions made a successful flight across the Atlantic. For these and other achievements, he was the recipient of numerous medals and honors conferred upon him by the Government of the United States.

Admiral Byrd will present an illustrated story of his recent world-famed expedition to the Antarctic at the general session Thursday evening.

Paul W. Chapman

Paul W. Chapman is a native Missourian, and was the first teacher of vocational agriculture in the state, having established the department of vocational agriculture in the high school at New London. He later became Missouri's first State Inspector of Vocational Agriculture. He has been State Director of Vocational Education in Georgia for the last eight years. He is President of the National Vocational Association and editor of a series of agricultural books that are widely used in the South.

Mr. Chapman will speak before the Division of Vocational Training on Thursday afternoon.

William John Cooper

Dr. William John Cooper, United States Commissioner of Education, has had a wide range of public school experience. He was State Superintendent of Public Instruction in California before going to his present position. His training, his experience, and the position he holds combine to give him a commanding place among the educational leaders of the nation.

Dr. Cooper will appear on the program Thursday afternoon. Arrangements have been made whereby both the Elementary School Division and the Division of High and Intermediate Schools will have the privilege of hearing him.

Frank M. Cushman

Frank M. Cushman, Chief of the Division of Industrial Education, Federal Board for Vocational Education, Washington, D. C., is a New Englander by birth, and an outstanding figure in the field of vocational training. He was for several

years a teacher in the Lathrop Trade School of Kansas City, Missouri. He is an authority on foremanship training work, having written several books on that phase of vocational education. He has helped in the establishment of trade schools throughout the country, one of his most notable achievements along that line being the organization of the trade schools of Los Angeles, California.

He will address the Division of Vocational Training on Thursday afternoon and the Department of Vocational and Industrial Arts on Friday afternoon.

Lindley Hoag Dennis

Mr. Lindley Hoag Dennis holds the position of Deputy Superintendent of Public Instruction in the State Department of Education at Harrisburg, Pennsylvania. He is particularly interested in vocational education, and is recognized as an authority in that field. He is a graduate of the State College of Pennsylvania, and has also taken special courses at Cornell and Columbia Universities. He has been with the State Department of Public Instruction in Pennsylvania since 1912, holding successively the positions of expert assistant in agricultural education, State Director of Agricultural Education, State Director of Vocational Education, and Deputy Superintendent of Public Instruction. He is an ex-president of the National Society of Vocational Education.

He will speak before the Division of Vocational Training Thursday afternoon and before the Vocational and Industrial Arts Department Friday afternoon.

Emery N. Ferriss

Dr. Emery N. Ferriss, of Cornell University, is an authority on rural and secondary schools. His contributions in these fields have been outstanding, with the result that he is much in demand as a speaker at gatherings of school people.

Dr. Ferriss will speak before the Division of High and Intermediate Schools on Thursday afternoon. On Friday afternoon he will address both the Department of County Superintendents and Rural Schools and the Department of Secondary School Principals.

Frank N. Freeman

Dr. Frank N. Freeman, Professor of Educational Psychology at the University of Chicago, has appeared on several pro-

grams of the M. S. T. A. and is therefore well known to Missouri teachers. He is associate editor of the *Journal of Educational Psychology* and of the *Elementary School Journal*. He is the author of several books dealing with the psychology of learning.

Dr. Freeman will speak before the Division of Elementary Schools on Thursday afternoon.

Ethel M. Gardner

Miss Ethel M. Gardner is a teacher in the Andrew Jackson School, Milwaukee, Wisconsin. She is president of the Milwaukee Teachers Association, editor of the *Bulletin of the National League of Teachers Associations*, and a former president of that organization. She is an active and prominent worker in the National Education Association, always championing the cause of the classroom teacher. She was a delegate to the World Federation of Education Associations in 1929.

Miss Gardner will be the principal speaker at the luncheon of the Department of Classroom Teachers on Saturday.

William Scott Gray

Dr. William Scott Gray, Dean of the College of Education of the University of Chicago, is one of the country's leading educators. He holds degrees from the Illinois State Normal University, the University of Chicago, and Columbia University. He began his teaching career in the rural schools of Illinois, and rose successively to the positions of grade school principal, principal of the training school at Illinois State Normal University, assistant in education, instructor, assistant professor, associate professor and professor at the University of Chicago. He has been Dean of the College of Education since 1917. He is a specialist in reading and the author of several monographs in that field, as well as a frequent contributor to professional magazines.

Dr. Gray will speak before the Elementary School Division on Thursday afternoon, and will appear before the Department of Elementary School Principals and the Department of Kindergarten and Primary Education Friday afternoon.

R. W. Hatch

Mr. R. W. Hatch is instructor in social studies in Horace Mann School, the experimental school of Teachers College, Columbia University, New York. He also

conducts demonstration lessons and gives courses in the teaching of the social studies as part of the summer-term work at Teachers College. He stands primarily for the application of the project method to the teaching of the social studies. He represents the movement frequently referred to as "creative education". He believes in having the pupils relive history by re-enacting it, largely through dramatization. His exceptional skill in doing this effectively is widely recognized.

Mr. Hatch will speak before the Division of High and Intermediate Schools on Thursday afternoon, and before the Department of Social Studies and the Department of Secondary School Principals on Friday afternoon.

Alexander Meiklejohn

Dr. Alexander Meiklejohn, Professor of Philosophy at the University of Wisconsin, is at present directing an experiment in college teaching that has aroused widespread interest. Dr. Meiklejohn was born in England, but came to America at the age of eight years. In addition to his academic degrees he holds honorary degrees from five American Colleges and Universities. Before going to Wisconsin University in 1926, he attained the rank of Professor and held a deanship at Brown University and was later President of Amherst College.

Dr. Meiklejohn will speak before the Division of Colleges and Universities on Thursday afternoon, and before the department of Modern Languages on Friday afternoon.

John B. Noel

Captain John B. Noel is a famous explorer. He was a member of two expeditions that made extensive explorations in the Himalaya Mountains. His lecture on "The Mount Everest Expedition" will be illustrated with many pictures taken by him in his capacity as official photographer of the expedition.

Captain Noel will appear before the Department of Geography on Friday afternoon.

Louis A. Pechstein

Dr. Louis A. Pechstein, Dean of the College of Education, University of Cincinnati, is a native Missourian and a graduate of the State Normal School (now State Teachers College) at Warrensburg and of

the University of Missouri. He received his Doctor's degree from the University of Chicago. Before going to the University of Cincinnati, he was head of the Department of Education at the University of Rochester. He is the Author of several books and numerous articles and reviews on psychological and educational topics.

Dr. Pechstein will speak to the Association on Thursday afternoon, before the division of Colleges and Universities, on "The Opportunity and the Responsibility of the American Teachers College," and on Friday afternoon before the Department of Elementary Schools on "Lessons Learned in the First Year of Teaching."

Mrs. A. H. Reeve

Mrs. A. H. Reeve is President of the International Federation of Home and School, with headquarters at Philadelphia. She will discuss the relation of the schools to social movements outside of them, with particular emphasis on organizations of adults associated with the schools. Mrs. Reeve has been an active worker in this field for a number of years, and is rated as a most helpful speaker.

She will speak before the general session on Friday morning and before the Parent-Teacher Department and the Department of Elementary School Principals on Friday afternoon.

James Edward Rogers

Mr. James Edward Rogers, New York City, is Director of the National Physical Education Service and is one of the leaders in physical education work in the United States. He has had an extensive and varied experience in all forms of physical training and recreative activities, and has been instrumental in establishing state-wide programs in physical and health education. He has also had experience in the field of general education, having served as an elementary school teacher, high school teacher, and university instructor. He has lectured at university and normal school summer sessions and has addressed numerous meetings of state teachers' associations. He has contributed extensively to educa-

tional journals, especially in the field of recreation, physical education, and health.

Mr. Rogers will speak before the Department of Physical Education on Friday afternoon and at the general session on Saturday morning.

Agnes Samuelson

Miss Agnes Samuelson, State Superintendent of Public Instruction for Iowa, has been a teacher in the rural schools of Iowa, a high school instructor, a county superintendent, and Professor of Rural Education in the Iowa State Teachers College at Cedar Falls. She is a frequent contributor to educational journals. Her chief interests are in rural education and school administration.

Miss Samuelson will speak before the Department of County Superintendents and Rural Schools on Friday afternoon, and will appear on the program of the general session Saturday morning.

Willis A. Sutton

Mr. Willis A. Sutton, President of the National Education Association has had a wide range of experience in the public schools of Alabama and Georgia. He is now Superintendent of Schools at Atlanta, which position he has held since 1921. His ability as a speaker is well known.

Mr. Sutton will speak at the general session on Saturday morning, and at the banquet of classroom teachers, Saturday noon.

Walter Williams

Dr. Walter Williams, Acting President of the University of Missouri, needs no introduction to Missouri teachers. He has been a prominent figure in Missouri for so long that his name is a household word in every part of the state. His fame is not confined to Missouri, however. His work in the field of journalism and his extensive travels have made his name and his face familiar in every part of the world. Missouri teachers are fortunate in having the privilege of listening to an address by the state's most widely known citizen.

President Williams will speak at the general session on Friday morning.

SIX STRONG DISTRICT PROGRAMS

Northeast Missouri Teachers Association

PROGRAM AT KIRKSVILLE, MO., THURSDAY AND FRIDAY,
OCTOBER 23 and 24

OFFICERS

Mrs. Anna L. Swartz, Edina, President.
Mr. J. A. Burnside, Marceline, First Vice-President.
Miss Leona Cooper, Maywood, Second Vice-President.
Mr. L. A. Eubank, Kirksville, Secretary-Treasurer.

Executive Committee

Mr. A. S. Hill, Unionville; Mr. J. H. Neville, Kirksville, (1929-1930); Miss Esther Oschner, Unionville; Mr. Stanley Hayden, Kahoka, (1930-1931).



President, Mrs. Anna L. Swartz Sec.-Treas. L. A. Eubank

GENERAL INFORMATION

1. Meeting of the House of Delegates, Thursday, October 23, 1:00 P. M., Room 101 Library Building.

2. Please register at the Secretary's Desk in the first floor corridor of the Kirk Auditorium and receive the official badge of the convention.

3. Meetings will begin on time. Please be prompt.

4. The Administrators' Banquet will be held at the Travelers Hotel on Thursday evening, October 23, 6:00 P. M. Please purchase your ticket at the Secretary's Desk in Kirk Auditorium by noon on Thursday if you plan to attend the banquet. This banquet is for any member of the association who wishes to attend. A good program is planned. Tickets are \$1.00 per plate.

PROGRAM

FIRST GENERAL SESSION

Thursday, October 23, 9:15 A. M.

Kirk Auditorium

Mrs. Anna L. Swartz, President, Presiding.
9:15—Music.

9:30—Welcome to Kirksville..Mr. Leo M. Ewing, Mayor of Kirksville.

Welcome to Northeast Missouri Teachers College..Dr. Eugene Fair, President of the College.

Response..Mrs. Anna L. Swartz, President of the Association.

10:00—"Is Progress Imaginary?"..Dr. A. O. Thomas, President of the World Federation of Education Associations.

10:45—"Parent-Teacher Associations an Asset to Educational Progress"..Mrs. W. A. Masters, Director of Organization, Missouri Branch of National Congress of Parents and Teachers.

11:15—"Modern Administration of Rural Education"..Mr. C. E. Rarick, Professor of Rural Education, Teachers College, Hays, Kansas.

DIVISIONAL MEETINGS

October 23, 1:30 P. M.

Division of Rural and Elementary Education

Kirk Auditorium, 1:30 P. M.

Mr. N. W. Rickhoff, Presiding

1:30—Music.

1:45—"Common Birds about the Farm and School Yard"..Mr. T. E. Musselman, Nature Specialist, Quincy, Illinois.

2:45—"Some Problems in Rural Education"..Mr. C. E. Rarick, Professor of Rural Education, Teachers College, Hays, Kansas.

Division of Secondary Education

Demonstration School Auditorium, 1:30 P. M.

Dr. C. W. Martin, Presiding

1:30—Music.

1:45—"A More Perfect Articulation of the Upper Levels in Our Educational System"..Dr. A. O. Thomas, President of the World Federation of Education Associations.

- 2:45—"Bird Nests and Nesting Instincts"..
Mr. T. E. Musselman, Nature Specialist,
Quincy, Illinois.

ADMINISTRATORS BANQUET

Thursday, October 23, 6:00 P. M.

Hotel Travelers

Separate program to be printed.

SECOND GENERAL SESSION

Thursday, October 23, 8:00 P. M.

Mr. J. A. Burnside, Presiding

- 8:00—Concert....Kirkville Symphony Orchestra.

Mr. J. L. Biggerstaff, Director

- 8:30—"Just a Man"..Mr. W. A. Sutton,
Superintendent of Schools, Atlanta,
Georgia, and President of the National
Education Association.

- 9:15—Demonstration.....Kirkville Public
Schools.

BREAKFAST FOR COUNTY SUPERINTENDENTS

October 24, 6:30 A. M.

Mr. Clyde Willis, High School Supervisor,
Northeast Missouri, Toastmaster.

DEPARTMENTAL SESSIONS

Fine Arts

8:00 A. M.

Room 302, Science Hall

Mr. Edwin Myers, Chairman

Round Table Discussion.

An exhibit of elementary and rural school art will be on display in the Art Rooms, Science Hall, Rooms 300 and 302, during the meeting.

Industrial Arts

8:00 A. M.

Industrial Arts Office, Kirk Auditorium

Mr. Ben. W. Leib, Chairman

Round Table Discussion.

THIRD GENERAL SESSION

Kirk Auditorium

Friday, October 24, 9:15 A. M.

Miss Leona Cooper, Presiding

- 9:15—Music.
- 9:30—"Abolishing the Arctic"..Mr. Vilhjalmur Stefansson, Explorer and Scientist.
- 10:30—"The Report of the Missouri Survey Commission"..Mr. Fred Naeter, Editor, Cape Girardeau, Missouri, and Member of the Survey Commission.
- 11:30—Discussion of the Survey Report.

HOME ECONOMICS LUNCHEON

For Home Economics Teachers

Home Management House, 106 East Normal
Avenue, 12:00 Noon

Friday, October 24

SPEECH DEPARTMENT LUNCHEON

For Teachers of Speech and Dramatics

Stephenson Hotel

12:00 Noon

Friday, October 24

ENGLISH DEPARTMENT LUNCHEON

12:00 Noon

Friday, October 24

(Place to be announced)

DEPARTMENTAL SESSIONS

Friday, October 24

Rural and Elementary Education

Kirk Auditorium

1:00 P. M.

Mrs. Roy Morton, Chairman

- 1:00—"Fact and Fiction in the Common School Textbooks"..Mr. Vilhjalmur Stefansson, Explorer and Scientist.

- 1:45—"A System of Teaching Arithmetic versus the Course of Study"..Mr. J. W. Studebaker, Superintendent of Schools, Des Moines, Iowa.

- 2:30—"Teaching to Think"..Dr. C. E. Germane, Professor of Education, University of Missouri.

Social Science

2:00 P. M.

Demonstration School Auditorium

Dr. G. V. Burroughs, Chairman

"Religion, Ethics, and Law Among Savages"..Mr. Vilhjalmur Stefansson, Explorer and Scientist.

English

2:00 P. M.

Room 106, Library Building

Mrs. Pansy Zellers Sagaser, Chairman

"The Place of Grammar in the High School"

..Miss Nan E. Wade, Associate Professor of English, Northeast Missouri Teachers College.

"The English Teacher and Extra-Curricular Activities"..Mrs. A. Kessler.

"We are Neglecting Oral Reading"..Mrs. Myrna C. Lauer, Acting Instructor of English, Northeast Missouri Teachers College.

Health and Physical Education

2:00 P. M.

Room 112, Demonstration School

Dr. C. R. Green, Chairman

Program to be announced at the meeting.

Household and Industrial Arts

2:00 P. M.

Room 202, Library Building

Mr. Ben W. Leib, Chairman

"Laboratory Management in Vocational Classes"..Mr. W. H. Lancelot, Head of the Division of Vocational Education, Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa.

Agriculture

3:00 P. M.

Room 101, Library Building

Mr. Conrad White, Chairman

"Problem Method of Teaching Agriculture"

..Mr. W. H. Lancelot, Head of the Division of Vocational Education, Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa.

Science and Mathematics

3:00 P. M.

Room 108 Demonstration School

Mr. Chas. W. Pemberton, Chairman

"The Home Life of Modern Stone Age Hunters" ..Mr. Vilhjalmur Stefansson, Explorer and Scientist.

Latin

3:00 P. M.

Room 100, Library Building

Miss Ida Branam, Chairman

Address: Miss Emma Cauthorn, Assistant Professor of Latin, University of Missouri.

Speech

3:00 P. M.

Room 106, Demonstration School

Mr. Hollis Duckworth, Chairman

"Mending the Speech of the School Child"

..Mrs. W. James Berry, Professor of Speech, University of Wisconsin.

Library

3:00 P. M.

Room 208, Library Building

Mrs. Barbara Freeman, Chairman

Round Table Discussion.

Commerce

3:00 P. M.

Demonstration School Auditorium

Mr. W. M. Gates, Chairman

Typewriting Demonstration ..Mr. George L. Hossfeld, International Typewriting Champion.

Shorthand Demonstration ..Miss Mary Evans, Gregg School, Chicago, Illinois.

School Administration

3:00 P. M.

Room 105, Demonstration School

Mr. Stanley Hayden, Chairman

"School Board Organization and the Superintendent" ..Mr. J. W. Studebaker, Superintendent of Schools, Des Moines, Iowa.

"The Junior High School" ..Mr. E. M. Lemasters, Junior High School Supervisor, State Department of Education.

FOURTH GENERAL SESSION

4:00 P. M.

Kirk Auditorium

Mrs. Anna L. Swartz, President, Presiding

"The Friendly Arctic" illustrated with colored lantern slides. Mr. Vilhjalmur Stefansson, Explorer and Scientist.

Introduction of 1931 officers.

FOOTBALL GAME

8:00 P. M.

Dedication of the New Athletic Field, Northeast Missouri Teachers College.

Northeast Missouri Teachers College vs. Westminster College on the new athletic field under the new flood lights.

Central Missouri Teachers Association

**PROGRAM AT WARRENSBURG, MO., THURSDAY AND FRIDAY,
OCTOBER 23 and 24**

GENERAL OFFICERS

President—L. F. Blackburn, Supt of Schools, Independence

First Vice-President—Orville Withrow, Collins
Managing Secretary—Fred W. Urban, State Teachers College, Warrensburg

Secretary—Miss Lois Faris, Marshall

Treasurer—G. E. Hoover, Warrensburg

Executive Committee

Composed of above officers.

PROGRAM**Thursday Morning, October 23**

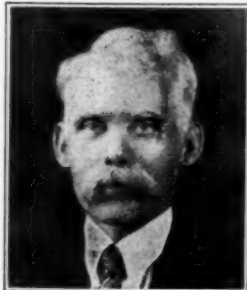
Address—"The Three Objectives of Education", Superintendent Willis A. Sutton.
President N. E. A. & Superintendent of Schools, Atlanta, Georgia.

Address—"The Challenge of the Unfinished", G. W. Rosenlof, Director Secondary Education & Teacher Training, State Dept. of Public Instruction; Lincoln, Nebraska.

Thursday Afternoon

Address—"Purpose of Education", Superintendent Sutton.

Address—"Character Education", Dr. C. E. Germane, Professor of Education; University of Missouri.



Pres. L. F. Blackburn Managing Sec. F. W. Urban

Address—"Diagnoses & Learning", . . . To elementary teachers group, Dr. Germane.

Address—"Character Education in Secondary Schools", Mr. Rosenlof.

Thursday Evening

Address—"Education for a Better World", Augustus O. Thomas, State Commissioner of Education and President World Federation of Education Associations, Augusta, Maine.

Address—"You Have to Believe", Mrs. Herbert E. Fairchild, Missouri Branch National Congress of Parents & Teachers Association.

Music Program—District Symphony Orchestra.

Friday Morning, October 24

Address—"The Curriculum in Practice", President George A. Selke, State Teachers College, St. Cloud, Minn.

Address—"The Health of the School Child", Dr. Caroline Hedger Elizabeth McCormick Memorial Fund, Chicago.

Address—"Birds Nests & Nesting Instinct", Professor T. E. Musselman, Gem City Business College, Quincy, Ill.

Address—Superintendent Henry J. Gerling, Pres. Missouri State Teachers Association, Superintendent of Schools, St. Louis, Mo.

Addresses to the Rural Group, President Selke & Professor Musselman.

Address to the Health Group, Dr. Hedger.

Address to School Administrators, President Augustus O. Thomas.

Friday Evening—Football.

Southeast Missouri Teachers Association

AT CAPE GIRARDEAU,

OCTOBER 23, 24, 25.

GENERAL OFFICERS AND COMMITTEES

President, Grover M. Cozean, Fredericktown
First Vice-President, Wesley Deneke, Morehouse

Second Vice-President, Alma Schrader, Cape Girardeau

Secretary-Treasurer, L. H. Strunk, Cape Girardeau



Pres. Grover M. Cozean



Sec.-Treas. L. H. Strunk

Executive Committee

C. E. Burton, Piedmont

E. T. Foard, Doniphan

A. C. Magill, Cape Girardeau

Resolutions Committee

J. B. Wilmore, Fredericktown

John L. Bracken, Clayton

Blanche Loyd, Dexter

Fred Lewallen, Anniston

T. G. Douglass, Kennett

Committee on Necrology

W. L. Johns, Farmington

Hattie Eicholtz, Cape Girardeau

Wilbur M. Welker, Marble Hill

Committee on Local Arrangements

R. R. Hill, Cape Girardeau

Kathleen I. Gillard, Cape Girardeau

C. P. Harris, Cape Girardeau

DEPARTMENT OFFICERS

Department of County Superintendents and Rural Schools

G. T. Douglass, Kennett, Chairman

Myrtle A. Williams, Doniphan, Secretary

Department of Superintendents and High School Principals

Ralph McCullough, New Madrid, Chairman

Roscoe Pierce, Caruthersville, Vice-Chairman

Milus R. Davis, Canalou, Secretary

Department of Grade Teachers

Vera Kasten, Cape Girardeau, Chairman

Vivian Hart, New Madrid, Vice-Chairman

Glen Brown, Birch Tree, Secretary

Department of History and Social Science

Katherine Thias, Jackson, Chairman

Helen Settle, Cape Girardeau, Secretary

Department of Teacher Training

E. T. Foard, Doniphan, Chairman

Mabel Dike, Greenville, Vice-Chairman

Emma N. Smith, East Prairie, Secretary

Department of Physical Science

G. V. Emery, Cape Girardeau, Chairman

Eric Palmer, Bloomfield, Vice-Chairman

Walter Asling, Gordonville, Secretary

Department of Primary Council

Frances Bohnsack, Cape Girardeau, Chairman

Lela McNeely, Illmo, Vice-Chairman

Maud Arnold, Malden, Secretary.

Department of Physical Training

E. Earl Crader, Diehlstadt, Chairman

Arthur Kiehne, Benton, Vice-Chairman

Patricia McLoon, East Prairie, Secretary

Department of Practical Arts

Irene Bloom, Flat River, Chairman

Lucille Bahn, Cape Girardeau, Vice-Chairman

Genevieve Bloker, Flat River, Secretary

Department of Agriculture

James C. Logan, Cape Girardeau, Chairman

R. R. Nichols, Patterson, Vice-Chairman

J. H. Gehrs, Cape Girardeau, Secretary
Department of Home Economics
 Mrs. James C. Logan, Cape Girardeau, Chair-
 man
 Ella Fiquart, Cape Girardeau, Vice-Chairman
 Roberta Ranney, Jackson, Secretary

GENERAL ANNOUNCEMENTS

First Meeting of the Assembly of

Representatives

The first meeting of the Assembly of Rep-
 resentatives will be held in the Auditorium
 of the Education Building at 3:00 o'clock,
 Thursday afternoon, October 23.

Football Game

Teachers College vs. West Tennessee
 Teachers College, Friday, October 24, at 3:15
 o'clock.

Opening Dinner

At 5:45 o'clock Thursday evening the an-
 nual Superintendents and Principals' Dinner
 will be served in the Domestic Science Din-
 ing room. All superintendents and principals
 are expected to be present. Arrangements
 are being made by A. C. Magill of the Teach-
 ers College. Tickets, one dollar.

Primary, Intermediate and Upper Grade Luncheon

The Primary, Intermediate and Upper
 Grade Teachers will hold their annual
 luncheon at noon, Friday, October 24. Misses
 Isa Hammonds, and Otilie Eggiman, Cape
 Girardeau, will be in charge.

Alumni Dinner

The Alumni of the Teachers College will
 hold their annual dinner in the Field House
 at 5:30 o'clock Friday evening, October 24.
 All graduates are urged to be present. Make
 your reservations early by writing Miss Hattie
 Eicholtz, Cape Girardeau. Tickets, one dol-
 lar.

Home Economics Luncheon

The Home Economics teachers will have a
 luncheon in the Home Economics Depart-
 ment dining room in the Agriculture Build-
 ing, Friday, October 24, 12:30 p. m. For
 reservations notify Mrs. Virginia White, State
 Teachers College, Cape Girardeau, on or be-
 fore noon Thursday, October 23. Tickets
 fifty cents. Luncheon to be followed im-
 mediately by an interesting departmental pro-
 gram.

Exhibit

Teachers are invited to see an exhibit ar-
 ranged by the library staff of the Teachers
 College, assisted by members of the College
 faculty, which is on display in the Academic
 Hall. The theme of the exhibit this year
 is THE UNITED STATES: KNOW YOUR
 OWN COUNTRY. This exhibit may be seen
 at any time during the meeting.

Various publishing houses will also have a
 display of their publications in the Mens'
 Gymnasium, on the first floor.

GENERAL PROGRAM

College Auditorium

Thursday Evening, October 23, 8 o'clock

President Grover M. Cozean, Presiding

Recital—Walter Jenkins, Houston, Texas

Invocation—Rev. R. L. Harrell, Christian
 Church

Address of Welcome—Hon. Ed. L. Drum,
 Mayor of Cape Girardeau

Response—G. R. Loughead, Supt. of Schools,
 Poplar Bluff

Special Music—Cape Girardeau Public Schools

Address—Dr. George D. Strayer, Teachers
 College, Columbia University, New York
 City

Friday Morning, October 24, 9 o'clock

Second Vice-President Miss Alma Schrader,
 Presiding

Singing—Led by Walter Jenkins

Invocation—Rev. Reinhardt Lehman, Evan-
 gelical Church

President's Address—Grover M. Cozean, Fred-
 ericktown

Special—Music—Cape Girardeau Public
 Schools.

Address—"Where is Public Education Go-
 ing?", Dr. John Guy Fowlkes, Professor of
 Education, University of Wisconsin, Madi-
 son, Wisconsin.

Address—"The Teacher's Work and Pay",
 Hon. Francis G. Blair, State Superintend-
 ent of Public Instruction, Springfield, Illi-
 nois.

Friday Afternoon, 1:15 o'clock

Department Meetings.

3:15 o'clock—Football game, Teachers Col-
 lege vs. West Tennessee Teachers College.

Friday Evening, 8 o'clock

First Vice-President Wesley Deneke,
 Presiding

Singing—led by Walter Jenkins.

Invocation—Rev. W. J. Stack, St. Vincent's
 Catholic Church.

Special Music—Jackson High School Students.

Address—"Beauty in American Life", Dr.
 Lorado Taft, Chicago, Illinois.

Saturday Morning, October 25, 9 o'clock.

President Grover M. Cozean, Presiding.

Singing—led by Walter Jenkins.

Invocation—Rev. J. W. Ellis, Grace Method-
 ist Church.

Address—Hon. Chas. A. Lee, State Superin-
 tendent of Schools.

Address—Mrs. Jas. F. Cook, President of the
 State Parent-Teacher Association, Webster
 Groves.

Address—"Social Determinants in Public
 School Administration", Henry J. Gerling,
 President Missouri State Teachers Associa-
 tion, St. Louis.

Presentation of New Officers.

Adjournment.

DEPARTMENT MEETINGS

—1:15 P. M., Friday

Department of County Superintendents
 and Rural Schools

Meeting Place to be Announced.

Chairman—G. T. Douglass, Kennett.

Secretary—Myrtle A. Williams, Doniphan.

Music—Boys' Harmonica Band, May Greene
 School, Cape Girardeau.

Address—"The Fundamental Three", Dr. Sherman Dickinson, University of Missouri, Columbia, Mo.

Address—Hon. Francis G. Blair.
Business Meeting.

Department of Superintendents and High School Principals

Room 307

Chairman—Ralph McCullough, New Madrid.
Vice-Chairman—Roscoe Pierce, Caruthersville.

Secretary—Milus R. Davis, Canalou.

Address—"How is Public Education to be Financed?", Dr. John Guy Fowlkes.

Address—"How Practice Teaching is Directed in the Southeast Mo. Teachers College", A. S. Boucher, State Teachers College, Cape Girardeau.

Address—"New Procedures for High School Teaching", Dr. Ralph K. Watkins, University of Missouri, Columbia, Mo.

Business Meeting.

Department of Grade Teachers

College Auditorium

Chairman—Vera Kasten, Cape Girardeau.

Vice-Chairman—Vivian Hart, New Madrid.

Secretary—Glen Brown, Birch Tree.

Demonstration Lesson by May Greene School, Cape Girardeau.

Address—"Some Essential Elements in a Scientific Program in Reading", Dr. C. A. Phillips, University of Missouri, Columbia, Missouri.

Discussion of Teaching Arithmetic, Miss Esther Knehans, State Teachers College, Cape Girardeau.

Business Meeting.

Department of History and Social Science Benton Hall

Chairman—Katherine Thias, Jackson.

Secretary—Helen Settle, Cape Girardeau.

Address—"Why I Am Proud to be an American Citizen", Hon. Francis G. Blair.

Five-minute talks:

1. "Teaching History on the Contract Plan", Naomi Pott, Cape Girardeau.
2. "The Futility of the Lecture Method in the Teaching of the Social Sciences to Secondary School Students", Dorothy Reese, Herculaneum.
3. "The Laboratory Method in Teaching the Social Sciences", R. E. Nichols, Malden.
4. "The Pragmatic Approach to the Teaching of the Social Sciences", Maude Wood, Ellington.

Discussion.

Business Meeting.

Department of Teacher Training

Room 310

Chairman—E. T. Foard, Doniphan.

Vice-Chairman—Mabel Dike, Greenville.

Secretary—Emma N. Smith, East Prairie.

It was decided at the meeting last fall that no program be arranged for this department for this year. All teachers interested in this department should meet in Room 310 at 1:15 to elect officers and deter-

mine what is to be done about a program for next year.

Department of Physical Science

Chemistry Lecture Room

Chairman—G. V. Emery, Cape Girardeau.

Vice-Chairman—Eric Palmer, Bloomfield.

Secretary—Walter Asling, Gordonville.

Address—"Science in the Junior High School", Dr. Ralph K. Watkins, University of Missouri, Columbia.

Discussion.

"Experiments, or How Much Time Shall We Give To It?", Allen Edmundson, Esther, Mo.

Discussion.

"Improving High School Physics Equipment", R. O. Hawkins, Jackson, Mo.

Discussion.

Business Meeting.

Department of Primary Council.

Auditorium, Education Building.

Chairman—Frances Bohnsack, Cape Girardeau.

Vice-Chairman—Lela McNeely, Illmo.

Secretary—Maud Arnold, Malden.

Violin Solo, Frieda Rieck, Cape Girardeau.

Address—"Creative Aspects of Education for Primary Teaching", Dr. C. A. Phillips, University of Missouri, Columbia.

Business Meeting.

Department of Physical Training.

Webster Hall

Chairman—E. Earl Crader, Diehlstadt.

Vice-Chairman—Arthur Kiehne, Benton.

Secretary—Patricia McLoon, East Prairie.

"The Relation of Physical Education to Athletics", George Flamank, State Teachers College, Cape Girardeau.

Address—"-----" State Teachers College, Cape Girardeau.

"Night Football for High Schools", Chas. Scott, Chaffee.

Business Meeting.

Department of Practical Arts

Hesperian Hall

Chairman—Irene Bloom, Flat River.

Vice-Chairman—Lucille Bahn, Cape Girardeau.

Secretary—Genevieve Bloker, Flat River.

Department of Agriculture

Lecture Room, Agriculture Building

Chairman—James C. Logan, Cape Girardeau.

Vice-Chairman—R. R. Nichols, Patterson.

Secretary—J. H. Gehrs, Cape Girardeau.

Address—"Objectives", Dr. Sherman Dickinson, Professor of Agricultural Education, University of Missouri, Columbia.

Address—"Filling Mark Hopkins' Job in Rural and Vocational High Schools", Dr. E. A. Cockefair, State Teachers College, Cape Girardeau.

Address—"Some Results of Vocational Agriculture", Frank E. Gillet, Instructor Vocational Agriculture, Fredericktown.

Business Meeting.

Department of Home Economics

Dining Room, Home Economics Building
 Chairman—Mrs. James C. Logan, Cape Girardeau.
 Vice-Chairman—Ella Fikuart, Cape Girardeau.
 Secretary—Roberta Ranney, Jackson.
 Vocal Solo—Mrs. Virginia White, Cape Girardeau.

Talks:

Mrs. Lilly Brucher Gehrs, Cape Girardeau.

Martha Jones, Central High School, Cape Girardeau.

Round Table Discussion—Led by Myrtle Seabaugh, Cape Girardeau.

Business Meeting.

Southwest Missouri Teachers Association

OCTOBER 23-25, SPRINGFIELD, MO.

GENERAL OFFICERS

President—L. O. Little, Supt. of Schools, Bolivar.
 First Vice-President—Roy Scantlin, Neosho.
 Second Vice-President—Mrs. Effie Blickensderfer, Houston.
 Secretary—Alfred N. Weiser, Morrisville.



President L. O. Little



Secretary A. N. Weiser

Executive Committee

C. E. Evans—Monett.
 Howard Butcher—Pierce City.
 N. E. Viles—Neosho.
 Miles Elliff—Aurora.
 L. O. Little (Ex Officio)—Bolivar.
 Alfred N. Weiser (Exec. Secy.)—Morrisville.

PROGRAM

Wednesday afternoon, October 22
 County Superintendents' Conference at 1:30.

Thursday morning, October 23
 County Superintendents' Conference at 9:00.
 Assembly of Delegates at 10:00 (First Session).

Thursday afternoon, October 23
 Departmental Meetings, 1:00-4:00.
 Reception by teachers of Springfield Public Schools.

Thursday night, October 23
 First General Session at 8:00
 Shrine Mosque
 1. One hour's program by Springfield Public Schools, Supt. H. P. Study, presiding.

2. Address—"Beauty in American Life", Dr. Lorado Taft, Midway Studios, Chicago.

Friday morning, October 24
 Second General Session at 9:00
 Shrine Mosque

1. Music—Conservatory of Music, Drury College.
 2. Invocation—Rev. G. Bryant Drake, Congregational Church.
 3. Address—Mrs. Frank E. Dorsey, 1st Vice-Pres. Mo. Branch P. T. A.
 4. Address—"An Arithmetic Program", N. E. Viles, Supt. Schools, Neosho.
 5. Address—Charles A. Lee, State Supt. Schools.
- Assembly of Delegates at 10:00.
 (Second Session).

Friday afternoon, October 24
 Departmental Meetings 1:00-4:00

Friday night, October 24
 Third General Session at 8:00
 Shrine Mosque

1. Music—Springfield Boy Scout Band.
2. Invocation—Rev. W. H. Mansfield, St. Paul M. E. Church.
3. Address—"The Young Citizens' League", M. M. Guhin, Northern Normal and Industrial School, Aberdeen, So. Dakota.
4. Address—"The Problem of Character Education", Dr. Raymond A. Schwegler, Dean School of Education, University of Kansas.

Saturday morning, October 25
 Fourth General Session,
 Shrine Mosque at 9:00

1. Music—Conservatory of Music, State Teachers College.
2. Invocation—Rev. L. M. Hale, First Baptist Church.
3. Address—Dr. Burris Jenkins, Kansas City, "Conditions I Found in Europe."
4. Address—"The State Survey Program", Dr. George D. Strayer, Columbia University, New York City.
5. Adjournment.

Northwest Missouri Teachers Association

PROGRAM AT MARYVILLE, MO., THURSDAY AND FRIDAY,
OCTOBER 23 and 24

OFFICERS

Mr. J. M. Broadbent, Superintendent of Schools, MartinsvillePresident
Mr. Harry Thomas, Superintendent of Schools, MaysvilleFirst Vice-President
Mr. Eugene Allison, Superintendent of Schools, Plattsburg .Second Vice-President
Miss Jessie Murphy, Grant City.....
.....Third Vice-President
Mr. Hubert Garrett, State Teachers College, MaryvilleTreasurer
Mr. Bert Cooper, State Teachers College, MaryvilleSecretary



President J. M. Broadbent



Secretary Bert Cooper

EXECUTIVE BOARD

Mr. W. H. McDonald, Superintendent of Schools, TrentonTerm expires 1932
Mr. Charles Myers, State High School Inspector, Maryville ...Term expires 1931
Mr. U. L. Riley, Superintendent of Schools, MaitlandTerm expires 1930

SECTIONAL CHAIRMAN

High School Section

Mr. E. F. Allison, Superintendent of Schools, Plattsburg.

Elementary School Section

Miss Vesta Wright, Training School, State Teachers College, Maryville.

Rural School Section

Mr. Cecil Jenkins, Superintendent of Schools, Andrew County, Savannah.

Teacher Training Section

Mrs. E. R. Adams, Tarkio.

College Section

Miss Elizabeth L. White, State Teachers College, Maryville.

Commerce and Business Administration Section

Miss Ruth Harding, Maryville High School.

Fine Arts Section

Miss Olive DeLuce, State Teachers College, Maryville.

County Superintendents Section

Mr. Cecil Jenkins, Superintendent of Schools, Andrew County, Savannah.

PROGRAM

1936

First General Session

Thursday Morning, October 23

9:00 o'clock

College Auditorium

Mr. J. M. Broadbent, President Northwest Missouri Teachers Association, Presiding.

8:30—Music, Northwest Missouri State Teachers College Conservatory of Music, Charles R. Gardner, Leader.

8:50—Invocation, The Reverend E. R. LaRue, First M. E. Church, Maryville.

8:55—Remarks, J. M. Broadbent, President.

9:10—Address, Mr. Henry J. Gerling, President Missouri State Teachers Association.

9:40—Address, "The Curriculum in Practice", Dr. George A. Selke, President State Teachers College, St. Cloud, Minnesota.

10:20—Address, "The Friendly Arctic", Dr. Vilhjalmur Stefansson, Arctic Explorer and Scientist, New York.

11:20—Address, "What the Community Owes the Child", Dr. Caroline Hedger, Elizabeth McCormick Memorial, Chicago, Illinois.

Second General Session

Thursday Afternoon, October 23

1:20 o'clock

College Auditorium

Mr. Harry Thomas, First Vice-President Northwest Missouri Teachers Association, Presiding.

1:20—Address, "Fact and Fiction in the Common School Textbooks", Dr. Vilhjalmur Stefansson.

Third General Session

Thursday Evening, October 23

7:30 o'clock

College Auditorium

Mr. Eugene Allison, Second Vice-President Northwest Missouri Teachers Association, Presiding.

7:30—Music, Northwest Missouri District High School Orchestra, H. O. Hickernell, Director and Charles R. Gardner, Manager, College Conservatory of Music.

8:00—Address, "The Northward Course of Empire", Dr. Vilhjalmur Stefansson.

Fourth General Session

Friday Morning, October 24

9:00 o'clock

College Auditorium

Miss Jessie Murphy, Third Vice-President Northwest Missouri Teachers Association, Presiding.

- 9:00—Music, Northwest Missouri District High School Orchestra, H. O. Hickernell, Director and Charles R. Gardner, Manager.
- 9:30—Address, "Parent Teachers Associations as an Asset to Educational Progress", Mrs. W. A. Masters, Director National Congress of Parents and Teachers, St. Joseph.
- 10:10—Address, "The Unfinished Task—Our Challenge", Dr. G. W. Rosenlof, State Department of Public Education, Lincoln, Nebraska.
- 10:50—Address, "Modern Administration of Rural Education", Dr. C. E. Rarick, State Teachers College, Hays, Kansas.
- 11:30—Business Meeting.

Fifth General Session
Friday Afternoon, October 24
 1:15 o'clock

- College Auditorium
- Mr. Uel W. Lamkin, President State Teachers College, Maryville. Presiding.
- 1:15—Address, "Three Objectives of Education", Dr. W. A. Sutton, President National Education Association and Superintendent of Schools, Atlanta, Georgia.

COUNTY MEETINGS

At 1:00 o'clock on Thursday afternoon the various county organizations of the district will meet. County superintendents and officers of the association urge all teachers to attend these meetings. They will be short and over in ample time for the general session at 1:15 o'clock.

DEPARTMENTAL SESSIONS
Thursday Afternoon, October 23
 2:30 o'clock

- High School Section, Room 205, Administration Building.**
- Mr. E. F. Allison, Chairman, Presiding.
- 2:30—Address, "The Health of the School Child", Dr. Caroline Hedger, Chicago, Illinois.
- 2:55—Address, "Religion, Ethics, and Law Among Savages", Dr. Vilhjalmur Stefansson, New York.
- 3:30—Address, "Some Administrative Problems", Charles Myers, State High School Inspector, Maryville.
- 4:00—Adjournment.

Elementary and Rural School Sections Combined. College Auditorium.

- Miss Vesta Wright, Chairman
 Elementary Section
- Mr. Cecil Jenkins, Chairman
 Rural Section
- 2:30—Address, "Educational Philosophy Applied", Dr. George A. Selke.
- 3:00—Address, "Recreational Reading", Miss Mary Keith, State Teachers College, Maryville.

- 3:30—Address, "Religion, Ethics, and Law Among the Savages", Dr. Vilhjalmur Stefansson.

Commerce and Business Administration, Room 224

- Miss Ruth Harding, Chairman, Presiding
- 2:30—Address, "How Long Should Period of Adjustment be For a New Stenographer or Secretary", Fred Wolfers, First National Bank, Maryville.
- 3:00—Address, "How Can We as Teachers Help the Student Develop Self Confidence", Miss Lurena Brillhart, Cameron.
- 3:30—Round Table Discussion.
- 4:00—Business Session.
- 4:15—Adjournment.

ROUND TABLE DISCUSSIONS

Friday Afternoon, October 24
 2:30 o'clock

High School Section, Room 205, Administration Building.

- Mr. E. F. Allison, Chairman, Presiding.
- 2:30—Address, "Present-Day Demands in Secondary Education", Dr. G. W. Rosenlof, Lincoln, Nebraska.
- 3:00—Round Table Discussion on Moral Education conducted by Francis L. Skaith, Superintendent of Schools, Gower.
- 3:30—Address, "Character Education", T. H. Cook, State Teachers College, Maryville.
- 4:00—Business Session.
- 4:15—Adjournment.

Elementary School Section, West Library.

- Miss Vesta Wright, Chairman, Presiding.
- 2:30—Address, Mrs. W. A. Masters, St. Joseph.
- 2:55—Address, "Creative Work in Rhythm" with demonstration. Miss Chloe Millikan, State Teachers College, Maryville.
- 3:25—Address, "The Teaching of Arithmetic in Elementary Schools", Miss Irene O'Brien, State Rural School Inspector, Gallatin.
- 3:50—Business Session.
- 4:00—Adjournment.

Rural School Section, Auditorium.

- Mr. Cecil Jenkins, Chairman, Presiding.
- 2:30—Address, "The Teaching of Arithmetic in the Rural Schools", Miss Irene O'Brien, Gallatin.
- 2:55—Address, "A One-Room Demonstration School in Operation", Miss Opal Schnitker, Rural Teacher, Holt County.
- 3:50—Business Session.
- 4:10—Adjournment.

College and Teacher-Training Sections Combined Meeting, Social Hall.

- Miss Elizabeth L. White, Chairman
 College Section, Presiding.
- Mrs. E. R. Adams, Chairman
 Teacher-Training Section.

- 2:30—Music, Violin Solo, W. E. Tallentire, College Conservatory of Music, Maryville.
 2:40—Address, Dr. Robert N. Montgomery, President Tarkio College.
 3:05—Address, "The Teacher as an Artist", Dr. W. A. Sutton, Atlanta, Georgia.
 3:25—Round Table Discussion.
 3:55—Business Session.
 4:10—Adjournment.

MISCELLANEOUS ANNOUNCEMENTS

Wednesday Afternoon, October 22

Administration Building

Meeting of the county superintendents of the Northwest Missouri district. Cecil Jenkins, Superintendent of Schools, Andrew County, Chairman.

Thursday, October 23

Fine Arts Exhibition of Original Paintings, loaned by the American Federation of Art. Room 226, Administration Building. Daily.

3:30-5:00—Y. W. C. A. Alumni Tea, Women's Recreation Room, Administration Building.

5:30—"Homecoming" Alumni Dinner Party and Rally. (Clip and mail coupon which will be found on the back of your program)

6:00—Primary Council Dinner at Smarts.

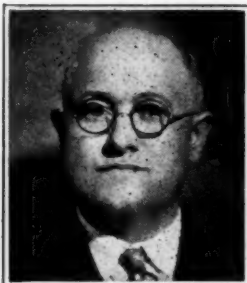
8:00—"Homecoming" Football Game. S. T. C. Bearcats vs. Emporia Teachers (Emporia, Kansas).

South Central Missouri Teachers' Association Program

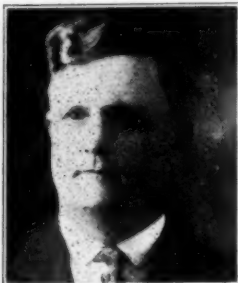
OCTOBER, 23-4-5.

GENERAL OFFICERS

President—Supt. W. T. Leezy, Pacific.
 First Vice-President—Tom Shelton, Vienna.
 Second Vice-President—J. C. Underwood, Waynesville.
 Secy.-Treas.—B. P. Lewis, Rolla.



President W. T. Leezy



Sec.-Treas. B. P. Lewis

Executive Committee

Supt. J. F. Hodge—St. James.
 Supt. J. H. Brand—Steelville
 Miss Jessie Via—Rolla
 Mrs. Lucille Marsh—Steelville.

PROGRAM

Educational talent of national renown will appear on the program at Rolla this month. The meeting will open with a session Thursday night at which Dr. Raymond A. Schwegler, Dean of the School of Education of the University of Kansas, will address the teachers. He will be followed by State Superintendent Chas. A. Lee. The Rolla Community Music Club will furnish a program consisting of choruses, quartetts and solos. Dr. Lorado Taft, of Chicago, international traveler, lecturer, and sculptor, will furnish unique entertainment Friday forenoon. Dr. George Strayer, of Teachers College, Columbia University, New York, the noted educator under whose able direction Missouri's Educational Survey was recently conducted, will address the teachers of the district Friday afternoon. The Steel High School Band will furnish a program during this session. Friday night the Missouri School of Mines Band will give a concert. Mrs. Cora Wilson Stewart of Washington, D. C., will speak on, "The Eradication of Illiteracy," one of the most important problems to be attacked by Missouri teachers during the next five years. On Saturday morning the program will consist of music and local speakers followe dby a business meeting.

Reduced Railroad Rates.

Be sure to get your Identification Convention Certificate from your city or county superintendent or from E. M. Carter, Secretary, Columbia, Missouri for reduced railroad rates to the convention at Kansas City, Missouri, November 12-13, 1930.

It is absolutely necessary to have the Identification Certificate to get reduced railroad rates.

HOW TO TEACH YOUNG PEOPLE TO CONSERVE AND IMPROVE THEIR OWN HEALTH

Ethel Perrin

Associate Director, Health Education,
American Child Health Association, New
York

THE END PRODUCT of a health program which starts in the home and follows a child throughout his school life should be a young person who is at least no worse off physically, mentally, and emotionally because he has been educated. We want him to have learned how to form his own judgments concerning health matters. He should know the difference between quackery and sound advice, between superstitious fears and scientific facts. He should also be so convinced in his own mind of the value of a sane personality in a sound body, and of living in a healthful community, that he is ready and willing to put forth efforts toward this end. And, furthermore, he needs, by the time he becomes an adult, to be able to enjoy recreational activities and help others to do the same.

The matter of what should be taught to children of high-school age on the subject of health is the growing concern of many teachers in secondary education. Health as an objective is beginning to be taken seriously but it is discovered that children who have "passed through the grades" are sometimes deplorably ignorant about their own bodies. In order to correct this high-school teachers have made the mistake of trying to supply just what, in their opinion, should have been taught before the children reached this stage of their educational career.

Nothing could be more disastrous to the interest of the adolescent than to subject him to elementary school material and methods, particularly when presenting such a personal matter as health habits. Fancy having to check up on yourself as to the food you eat and the hours you sleep, and then having to make posters about it, after you are grown up.

What young people want to know is the truth about themselves in connection with the problems that they are faced with every day and to be allowed to take part in their solution. If rightly taught,

there is no more interesting study than human physiology and it can be connected with every possible activity. One favorite method with older girls is the selection by each member of the class of a kindergarten child in a nearby school for a case study. The byways into which this leads are legion, one of the most instructive being behavior problems. It is soon learned that to gain the confidence of a child it is necessary to practise at least some of the things one preaches.

Boys are glad to study family budgeting and here again the straight paths and the byways lead to all sorts of health problems. When the time comes for studying community health, each member of the class can plan how to select his own home. Future occupation would, of course, be taken into consideration first, and then the whys and wherefores of the kind of city, town, or country he would settle in would necessitate many varying knowledges, habits, and attitudes.

The foregoing would extend over a long period of time but there are innumerable short studies or experiments in health which are equally interesting and which bring a quicker satisfaction through accomplishment.

Experiment 92. (From *Experiments in Health* by J. Mace Andress and Maud A. Brown. Ginn & Co., Boston, 1929.)

Purpose. To find out whether patent-medicine advertisements are reliable.

Procedure. Make a collection of newspaper and magazine clippings and circulars on patent medicine. Notice what they claim. Go to your library and consult HYGEIA. Read some articles on the investigation of drugs and cosmetics for the skin and hair. Also write to the American Medical Association, 535 North Dearborn Street, Chicago, for their free literature on patent-medicines.

Result. Write a number of sentences about the misrepresentations of patent-medicines.

Conclusion. Are patent-medicines for the skin and hair reliable?

When studying foods, instead of launching out upon a study of chemistry of foods, it is well to set up a situation, such as a three-day hike, or a dinner after an

afternoon's skating, and let the class plan the kind and quantity of food necessary. It will be all the better if it is necessary to call for the aid of the home economics department.

An analysis of the health content of newspapers is an excellent approach to those discussions which include questions uppermost in the minds of readers, else they would never be in the newspapers.

A study of common health superstitions leads in many directions and gives opportunity for the promotion of scientific thinking. There should be a fearless going after the questions to which high-school pupils are looking for answers. If these questions are not answered in a straightforward way in the school or the home, they will probably be answered unscientifically in other places.

Much of the content in a specific health or hygiene course can be found very naturally in many other courses within the school, especially in general science. In fact, if we hunt through almost any textbook on any subject, health material is there. This fact has led to the popular method of teaching health through correlation. This method, though beneficial if carried out rightly, cannot be adopted as the panacea for all difficulties, for various reasons:

1. Research is revealing that there is more legitimate subject material than can be allocated to the present curricular subjects.
2. Not all students in every school enroll in every course where health may be taught, thereby allowing for an incomplete health education of some students.
3. Many teachers of other subjects find themselves, by training or desire, incapable of teaching health matter effectively.

A danger in this method of correlation lies in a tendency to make forced and strained alliances between health and the main subject. The following example of the use of the subject-matter from a course in biology gives an excellent type of true correlation. The unit of instruction was prevention and control of communicable diseases and it was taught with the specific object of giving "knowledge of the ways diseases may be prevented, rather than knowledge of symptoms by which diagnosis can be made." (*The Psychology of Learning Applied to Health Through Biology* by Anita D.

Laton. Bureau of Publications, Columbia University, New York, 1929.) In this experiment there was a perfectly natural correlation, with no sacrifice from the point of view of the course in biology and a decided gain in a very important part of health education.

The general consensus of opinion seems to be that, while health should be correlated with other parts of the curriculum wherever possible, at the present time correlation alone is inadequate and specific courses in health or hygiene are needed. There is, of course, great danger of overlapping and contradiction when so many people are contributing to the same part of an educational program, which directly concerns administration.

A properly functioning health program within a high school or college is so ramified that it must have one person who is responsible for it. Whether this person should be called counselor, or coordinator, or director—whether he should be a principal, a dean, a physician, a teacher of science, or of home economics, or of physical education, or a person specially trained for this situation—are still matters of discussion but there is general agreement that someone is necessary. The very fact that an individual representing any one of these many educational activities may be suitable, under different circumstances, as the leader, indicates the importance, intricacies, and extensiveness of such a health program.

Above all qualifications, this person needs the ability to bring together the latent forces for the promotion of health within the school plant. Teachers have so great an opportunity to press their own opinions upon children and there are such varied and sundry opinions on this subject, that someone with a scientific point of view and authority is needed to bring an ordered and integrated program into operation.

Physicians and nurses are gradually finding their way into the high schools. The entrance was a narrow one at first, through the athletic gates; but now, in these days of a yearly health examination, the need of this service as a protective measure to all students is recognized.

It is needless to say that no matter how excellent the instruction may be it is quite

powerless to affect conduct, **which is the purpose of a health program**, if health practises within the school are poor; therefore we would include the hygiene of the school plant, and the conduct of the school day, as of utmost importance in a program for school health.

In all efforts to instruct young people in health matters it is well to keep in mind this brief statement made by Dr. Thomas D. Wood: "Establish in them habits and principles of living which

throughout their school life, and in later years, will assure that abundant vigor and vitality which provide the basis for the greatest possible happiness and service in personal, family, and community life."*

*(Health Education: A Program for Public Schools and Teacher Training Institutions. Report of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association. National Education Association, Washington, D. C. Revised 1930.)

THE OREGON TRAIL

H. R. Tucker,
Social Sciences, Cleveland High School,
St. Louis, Mo.

"THE ROAD to Oregon!" These are the words you would have read in the thirties and the forties on a rude sign-board, forty-one miles west of Independence, Missouri, which was five miles east of Kansas City, then Westport. Practically, St. Louis was the eastern terminus of the Oregon Trail, for from here men and goods went up the Missouri River by boat to Independence, and then taking wagons they set out for either the Northwest, on the Oregon Trail, or the Southwest, on the Sante Fe Trail.

Today, if you were to travel the distance from Kansas City to Fort Vancouver, near what is now Portland, the other terminus of the Oregon Trail, you would find all kinds of stopping places; but the settlers one hundred years ago did not find such conveniences.

This year we celebrate the one hundredth anniversary of the Oregon Trail, which was called by the Indians "The Great Medicine Road of the Whites." While part of the Trail had been used before April 10, 1830, marks the time when the occupants of a covered wagon train, who left the frontier St. Louis, made the complete trip to Fort Vancouver. In the outfit were eighty-one men, led by William L. Sublette, Jedediah S. Smith, and David

S. Jackson; ten covered wagons, each pulled by five mules; two mule-drawn buggies, and eleven head of cattle.

Perhaps Verendrye, almost one hundred years before this, in 1742, was the first person to tread a portion of the later Oregon Trail. Lewis and Clark, 1805, who also started from St. Louis, had travelled along part of this Trail. Hunt, of the Astor Fur Company, traversed a part of it in 1811-1812. Later such well-known persons as Bonneville, Marcus

Whitman and his bride, Francis Parkman, the historian, several grandsons of Daniel Boone, Bridger, Provost (the discoverer of South Pass 1823), Wyeth, Fremont, and Father De Smet were vitally linked with the story of the Oregon Trail; and then finally Ezra Meeker made the trip in 1852, that is, his first trip. Thus the early pioneers opened the way for the home builders to win and hold the West.

The great migration of 1843, of one thousand persons, men, women, and children, fixed the final route of the Trail by passing over it from end to end with their wagons and stock. By that time four forts, Laramie, Bridger, Hall and Boise, had been established; but there was no other habitation over the whole two thousand and twenty miles. Heretofore the wagons had to be abandoned at Fort Hall in what



is now Southern Idaho. This great company of nearly a thousand opened their own wagon road from day to day for over eight hundred miles west from Fort Hall. The Trail was now complete for wagons. This gave an impetus to Western prairie schooner life. The Mormons, followed by the Forty-Niners (for the California Trail followed the Oregon Trail one thousand miles), wore the trail still deeper. The Oregon Trail was filled at times with wagons two abreast, so numerous were they. The pioneer was strong in resourcefulness, as when he used his wagon box improvised as a boat if necessary. Once a wagon train was forced to let the schooners over a mountain side at the end of a rope released gradually from around a tree stump. Resourcefulness and initiative have ever been the chief characteristics of the frontiersman. The American type today is largely what the pioneer has made it. Just think of it, those pioneers were instrumental in securing and settling over half of our country, for the geographical center of the United States is west of us, in the eastern part of Kansas. "Our plains and mountains and deserts were conquered by means of the humble covered wagon and the patient ox teams."

The West is of concern to all of us for two reasons; historically, its early settlers generally started out from St. Louis; and, too, St. Louis at one time in the early part of the last century was "the West" to the Appalachian regions. "The West of today is the transplanted East, the blended North and South. It was won by heroes and heroines from every State east of the Mississippi. Not only the sons and daughters of those who fought for freedom but the thousands of Americans of a later day played a valiant part in the great ox-team navigation that has added nearly a score of stars to our flag."

It is a gruesome, yet glorious tale, this story of the hardships and sacrifices of those who wended their way over the two thousand and twenty miles of unmarked road, with hostile Indians lurking everywhere. I have been over some of the territory in the region of the Oregon Trail, when the country was quite settled, though before the railroads came, and I am trying to picture to you some of the hardships of the early westerner. The Oregon

Trail became at times literally marked by the mound scattered graves or the bleached bones of oxen. One writer places the casualties at ten per cent or five thousand lives as one year's toll in the settling of Oregon. One diary account of 1852 records the count of seventy graves for one week's observation. The account adds: "If we should go by the camping grounds we should see five times as many graves as we do." A group in eleven wagons was met returning home with only women and children, all the men having died. Forty in one train had died in a single day. One party of seven settlers all died, probably from cholera, and were buried in one grave. During the whole history of the Trail before the Civil War it was lined with twenty thousand graves. "If the Trail was the scene of romance, adventure, pleasure, and excitement, so it was marked in every mile of its course by human misery, tragedy and death."

Yet mountains, deserts, storms, fatigue, pestilence and Indians did not deter the early pioneers. From the time of the settlements on the Atlantic border (when, for instance, at Jamestown with one hundred and fifty remaining in 1610 out of nine hundred landed up to that time) America has ever been ready to "carry on." It was that spirit so ingrained in the distinct American type that won in the Argonne. Yet "The Battle of the Plains" was as difficult as any ever fought. There was as much sacrifice and as great bravery and endurance shown as in any real battle. What beautiful homes, big cities, what vast fields and orchards are there now with thousands of people living in peace and plenty! This could not have come about except for the daring and bravery of the pioneer.

Hebard well writes in "The Path-breakers, from River to Ocean:" "The Oregon Trail followed the route of least resistance, for it was the path of wild animals. Here was first found the narrow and well-beaten path made by the first possessors of the country, the buffalo, the antelope, the elk, and the deer; in their path came the Indian, who was followed by the trapper, who in his turn had the explorer at his heels to be followed by the pioneer, the settler, the wagon road, and at last the railroad. This is the history

ORDER YOUR BOOKS FOR THE COVERED WAGON CENTENNIAL NOW

THE PERIOD from April 10 to December 29, 1930, marks the Covered Wagon Centennial. This celebration is of particular interest to Missourians, since it was in Missouri that the great migration westward over the Oregon Trail started. The following books are suitable for use in the study of the movement which the Covered Wagon Centennial commemorates. The State Department of Education has ruled that any of these books may count for State Pupils' Reading Circle credit under either the division of Literature and Fiction or the division of History.

BOOKS FOR COVERED WAGON CENTENNIAL

No. Copies		Total
Grades 4-6		
_____ 1.	Antoine of Oregon, Otis	\$0.49
_____ 2.	Bird Woman, Seton .....	.68
_____ 3.	Boy Life on the Prairie, Garland	1.10
_____ 4.	Martha of California, Otis .....	.49
_____ 5.	Moccasined Feet, Wolfschlager .....	.65
_____ 6.	Seth of Colorado, Otis .....	.49
_____ 7.	When Grandfather was a Boy, Bailey .....	.59
_____ 8.	White Indian Boy, Wilson	1.08
Grades 7-9		
_____ 9.	Adventures of Captain Bonneville, Irving	1.80
_____ 10.	Astorians, Irving	1.80
_____ 11.	Bullwhacker, The, Hooker .....	.90
_____ 12.	Deadwood Gold, Stokes .....	.90
_____ 13.	Founding of Utah, Young	1.33
_____ 14.	Four American Pioneers, Perry & Bebee .....	.60
_____ 15.	Hidden Heroes of the Rockies, Russell	1.22
_____ 16.	History of Oregon, Clark .....	.96
_____ 17.	Life of Fremont, Dellenbaugh	3.60
_____ 18.	Oregon Trail, Parkman .....	.65
_____ 19.	Overland Trail, Laut	2.27
_____ 20.	Ox-Team Days on the Oregon Trail, Meeker	1.08
_____ 21.	Pathbreakers from River to Ocean, Hebard .....	.83
_____ 22.	Pioneer Photographer	1.26
_____ 23.	Road to Oregon, Ghent	4.50
_____ 24.	Splendid Wayfaring, Niehardt	1.57
_____ 25.	Story of Lewis and Clark, Kingsley .....	.49
_____ 26.	Texas Ranger, Gillett	1.08
Fiction		
_____ 27.	Covered Wagon, Hough .....	.81
_____ 28.	Daughter of the Middle Border, Garland	2.26
_____ 29.	Giants in the Earth, Rolbaag .....	.92
_____ 30.	Kate Mulhall, Meeker .....	.92
_____ 31.	Son of the Middle Border, Garland .....	.72
_____ 32.	Trail Makers of the Middle Border, Garland	2.26
_____ 33.	Vandermark's Folly, Quick .....	.71
_____ 34.	We Must March, Morrow .....	.71
	Total	\$

**E. M. CARTER, Sec'y. Pupils' Reading Circle and Missouri State Teachers Association,
Columbia, Mo.**

I enclose _____ Dollars _____ Cents,
for which send books as indicated above (prepaid) to
M _____

_____ Mo., R. F. D. _____
P. O. Address _____
Ordered by _____
P. O. Address _____, Mo., _____, 193____

of the building of the most of the Oregon Trail,—beast, Indian, pack-train, wagon, locomotive” and now the automobile and the airplane.

While at first the Oregon Trail was difficult to find, as there were so few settlements, in the course of time it became well marked by the constant tramping of hoofs and feet. In places it was worn from one hundred to two hundred feet wide and from five to fifteen feet deep. In one place the wheel ruts were worn a foot deep in solid rock; no wonder, when we consider that three hundred thousand people passed over this route. So crowded was the route at times that traffic was held up for hours and prairie schooners waited for days to be ferried across the Missouri River. There should have been a traffic “cop” there! “As a highway of travel the Oregon Trail is the most remarkable known to history.”

Someone has well said that unless we are acquainted with the great deeds of our ancestors we will never do anything of which our ancestors will be proud. Probably we are more indebted to Ezra Meeker than to any one else for the handing down to posterity the story of the Oregon Trail and for its marking. He had taken six months to make the trip with oxen in 1852, though many did it in three months. In October, 1924, at the age of ninety-four years, this same Meeker flew in an airplane from Portland, Oregon to Dayton, Ohio in three days; and just recently Captain Hawks made the trip from ocean to ocean in a little over twelve hours. What must have been the thoughts of Meeker, this grand old man of the plains, as he flew so quickly over the same route he had travelled so laboriously in 1852. What a transformation in travel in seventy-five years! It was through the efforts of this

vigorous young, old man, who recently died, aged ninety-eight, that the Oregon Trail Association has started to mark the Trail in various ways, with monuments and tablets, that a people and a Nation might not forget.

The Oregon Trail was the most difficult of the Western trails, crossing three mountain ranges; yet it played a greater part than any other trail in the settlement of the West. In the words of Ezra Meeker: “Reaching the summit of the Rockies upon an evenly distributed grade of eight feet to the mile, following the watercourse of the river Platte, and tributaries to within two miles of the summit of South Pass, in what is now Southern Wyoming, through the Rocky Mountain barrier, descending to the tide waters of the Pacific, through the valley of the Snake River and the Columbia, the route of the Oregon Trail points the way for a great national highway, from the Missouri River to Puget Sound; a roadway of greatest commercial importance and a route for a lasting memorial to the pioneers, thus combining utility and sentiment.” Let us do our part in the celebration of a great Trail, which is not to close until the one hundredth anniversary of the birth of Meeker, Dec. 29, 1852. I close with words from that ringing poem, “The Oregon Trail,” by Guiterman; it was written in description of the great migration of 1843:

“Two hundred wagons, rolling out to Oregon,

Two hundred wagons, ranging free and far,

Two hundred wagons, rumbling, grumbling, rolling on,

Two hundred wagons, following a star!”



PROGRESSIVE RESOLUTIONS

The Pemiscot County Teachers Association at a recent meeting adopted, among others, the following resolutions. They are indicative of a live, wide-awake group of teachers, and reflect a spirit that should permeate the entire state at this time.

THE SURVEY

WHEREAS, the report of the Missouri State Survey Commission appointed by the Governor recommends changes in the present system of taxation to equalize taxation on tangible and intangible property and in the distribution of this revenue to the various school districts throughout the state that each district may have sufficient funds to carry on its school work to a reasonable minimum of time, and

WHEREAS, the Missouri State Teachers' Association, the District Teachers' Association and the State Department of Education are actively supporting this report, be it resolved that the Pemiscot County Teachers' Association heartily endorse and actively support this report, and

Unethical Practices

WHEREAS, unethical practices among school officials reduce the efficiency and value of schools and lower the standard of honor of the profession, be it resolved that practices tending to strain school relationships in this county through questionable acts whether in athletic, literary, or other activities, be discontinued, and

More Attention to Community Work

WHEREAS, present general business depression in industries and farming has tended to shake the attitudes of the school patrons of this County thereby reducing their cooperation and enthusiasm in their schools, be it resolved that the membership of this Association give additional time, effort, and consideration to their community school spirit that it may continue at its present peak,

Signed

H. B. Masterson, Chairman
Mrs. C. E. Miller,
Marcus Limbaugh



THE NEW EDUCATION THROUGH RADIO



THANKS to this new miracle of modern science, "aural" education, neglected for years except in music, is today coming into its own.

Every modern teacher knows... the final result of education over the air must rest upon the keenness of the hearing faculties of the children who are taught; education is now face to face with the actual necessity of continual... specific... **EAR TRAINING.**

HOW are we to make radio "lessons" a valuable part of educational effort? There is one tested way... through training for **ACTIVE LISTENING.** Rhythm, instrumentation, thought content, mood—can all be worked out the modern way by the children themselves—with **VICTOR RECORDS.**

Only the RCA Victor Company can offer you this... complete modern education. Instruments, texts, courses of study, Victor Records and the backing of 20 years' intensive, practical work with thousands of teachers... give you the means to make radio education a really essential part of the curriculum.

Take no chances on the Radio programs coming in one ear and out the other. Put a New Victor Radio Electrola or a Radiola-Electric Phonograph combination in your classroom today. Step to the front in radio education.



New Victor Radio Electrola RE-57—New Victor Radio, Electrola, and New pedagogical feature of Victor Home Recording—in one exquisite cabinet.



Radiola Model 86—The New Radiola Super-Heterodyne radio with Radiola-Electric Phonograph, Home Recording, Tone Color Control and Screen-Grid.

Educational Division

RCA VICTOR CO., INC.

Camden, N. J.



Character Development Through Classroom Procedures

W. W. CHARTERS

THE PROGRAM topics were selected with unusual care tonight. We have on the platform speaking to us people who view the problem of character education from three different angles. We have the judge; we have the warden; we have the educator. In that respect I believe that the program is a unified program in conception. So tonight as I speak upon this very prosaic topic which is given in the program I shall bear in mind the unity of the program and present what I have to say as the schoolman's idea of what education may do in developing character to decrease crime.

Traits of Character Can be Developed

There are those who believe you can do very little in the development of character, that nature takes its course and that if we lay stress upon character education in the schoolroom there is danger of mussing up the process of character development—that it is something like taking the watch apart to see how it ticks. There are a good many people who feel that nature ought to take its course and that we can do very little through thought to intensify and increase the efficiency of character development.

I am one who does not believe that. We can produce hundreds of illustrations in a moment to indicate that general traits of character can be developed within reasonable limits by paying attention to them.

Let me take an illustration or two. I should say, for instance, that accuracy is a trait of character, and a rather interesting one. If we want to develop accuracy in rifle shooting let us say, it is perfectly clear that we shall not produce an accurate rifle shooter by sending a man out merely to hunt squirrels and big game and let him pick up his accuracy in the natural course of events in securing food. The accurate shooter is a man who has given a great deal of attention at one time or another to form. There is also such a thing as form in sports and that form comes not just by play but by paying attention to how you play. There are two ways of training a boy to run one hundred yards in nine and

three-fifths seconds. One is to let him run errands, run around the lot, run across country, and the other way is to set him to work on the intensive development of speed. Only as this method is followed is it possible to get the boy to do better than his natural ten and a half seconds for the one hundred yards race.

These are two illustrations of very simple and superficial traits of character. The critic may say, however, that the case will not hold for the fundamental traits. But let us look at one of those. Let us take, for instance, the trait of courtesy which is one of the fundamental social traits which we develop in order that we may get along nicely with each other.

If we leave the boys or girls to the natural run of events, are they going to grow courteous? No. We have to pay very definite attention to manners. We have to teach them intensively about how to be courteous. We have to punish them at times for discourtesy. We have to encourage them through praise and the like to be courteous and we have to do it in one situation after another. Courtesy grows as an accumulation of one little act after another. Courtesy must be developed and that parent and teacher who lets nature take its course does not develop the student in courtesy to the degree that he might be developed if attention were paid to courtesy more than ordinary conditions call for.

Let us consider a still more fundamental trait than courtesy. Let us consider such a trait as honesty. If you allowed a boy to grow up without specializing in honesty what happens? Why, he is dishonest because as Mark May has said, "Honesty is an achievement." The things that we have to do to be honest are often things we do not naturally like to do. We have to give up. We have to leave things alone. We want this thing in order to play. We cannot take the thing we want because it is not ours and to take it is stealing. We need a little money; we can't take the money because the money does not belong to us. Always honesty seems to be cutting across

a large number of the fundamental interests and activities of the child. Now it is obvious in a family where honesty is stressed that we watch lapses from honesty with great interest and some discouragement at times, but always with great concern. When we meet situations like these where honesty is being attended to all the time, we have a very much higher type of honesty than we have where we let him do as he likes.

Even such a trait as initiative yields to training if we can work upon it under the right conditions and early enough. For instance, it is common in your own experience to see in one family, a firm and domineering father and a strong-minded mother with children who have no initiative whatever. They have grown up that way. And in a family in the same neighborhood where father and mother have learned something about letting boys and girls do things for themselves, we find boys and girls with great initiative. The difference is not due to the fact primarily that the one was born with more initiative than the other—that does have something to do with it because we have the shy, the

intravert child, and the extravert child—but beyond that it is perfectly clear that home education has a great deal to do with the traits.

It is unnecessary to speak longer to this intelligent audience to make clear, first, my point of view that we can speed up the development of character; and, second, that there is no argument of any strength on the other side.

The Constructive Side of the Problem

As we think of the constructive side of our problem there is one very fundamental fact that I wish to lay down at the beginning which will have a definite bearing on everything else I have to say. That is this: A trait of character is not something that is abstract and general. There is no such thing as honesty as a specific trait of character. Character is a matter of behavior as well as intention. A man whose honesty, let us say, is developed in one situation, may not know how to be honest in another situation. We find over and over again that children will be honest in school situations and be dishonest in home situations. We find that a child will

ATWOOD-THOMAS

THE EARTH AND ITS PEOPLE

HOME LIFE IN

FAR-AWAY LANDS

THE AMERICAS

NATIONS BEYOND THE SEAS

THE UNITED STATES

AMONG THE NATIONS

A new series that very clearly reflects the new point of view in geography teaching. First, in its emphasis on man and his relation to his environment. Second, in its training for intelligent citizenship. Third, in its use of a modern teaching technique to catch and sustain pupil interest and to create abundant outlets for pupil activity. Also available in a 2-book edition.

GINN AND COMPANY

2301 Prairie Ave., Chicago

be honest with regard to money, and be quite dishonest with regard to telling the truth. A boy may be quite honest in telling the truth in general and cheat in examinations. There are a thousand situations in which a person may be honest or dishonest.

The significant fact is that one has to learn how to be honest in each situation. There is no formula that will develop honesty in every situation. Consequently the man Diogenes, who went out to hunt for an honestman, probably never found one because there is no honest man. At least I have never seen him. He would be a super-intelligent man who would know how to be honest in every situation, old or new, with which he was confronted. If we think of honesty as intention to be honest, why then of course we are all honest—or most of us. But if we think of honesty as an act of behavior, it is practically impossible for every man to be intelligent and scrupulously honest in every situation. Therefore, the best that we can do is to hope that we are seventy-five per cent honest, or eighty-five per cent honest, but we never can get beyond “ninety-nine and six-tenths per cent” honesty or—purity.

This principle has a very definite bearing upon our whole problem of character education in the school.

There was a time in the old days when we believed the doctrine of the transfer of training; we believed that we could teach honesty in school and that this would naturally and normally carry over to honesty in every other kind of situation. That belief has been exploded. We do know that if we make children honest in school situations they are more likely to be honest outside of school, but we cannot be sure that the honest child in school will be honest outside unless we have put him through the situations that he will meet outside and have taught him or helped him to see the thing that he ought to do in those situations. As a matter of fact, that handicap presents one of the difficulties of the school in helping to cope with crime and to make the child one hundred per cent honest in every situation. There are large numbers of situations which the school does not and cannot touch. That is the limitation of the school. The school does not have situations where

one may or may not take coal out of a box car; one may or may not break windows; one may or may not do this or that. The school situations are very largely prescribed. We may teach honesty in school situations very effectively, but we cannot do as much with outside situations. I repeat as a matter of fundamental importance that there is not a great deal of transfer of training from one situation to another. There is some but the amount is small. The only way to make an honest child is to get in touch with him in every situation and help him handle each.

Thinking Through Situations an Essential Method

My second point is this. The essential method of teaching character is teaching a child how to think his way sincerely through situations.

There are two points of view on this matter. We have some mothers and fathers, mothers particularly in this case, who have the problem come up with their adolescent girls as to how late they are to stay out at night. When the mother was young there was a convention, a solution to this problem which had been worked out in her community. We will say that all nice girls in that community got in at 7:45 in the evening. However, twenty years later, when her daughter is the same age that she was, the question comes up again and now we find that there are new conventions in the making. It is a very easy matter for the mother to take the position that she will tell what the solution of the problem of going to bed is and say that all nice girls go to bed at 7:45. But the girl, on the other hand, feels very definitely that nice girls stay up until 12:15. And so you have on the one side a dogmatic statement, and on the other side a dogmatic statement. That is getting nowhere. The girl will develop moral strength and character to the extent that she and the mother sit down and talk that thing through. Then the mother sees the girl's point of view and the girl sees the mother's point of view and they arrive at a combination which is satisfactory, more or less to both. The product of that common agreement is not the rule they lay down but the process of thinking that they have gone through in arriving at the agreement. If I can feel sure that my children are able honestly and sincerely to

think through every problem of moral conduct that faces them, I do not greatly care about what they do in specific situations. I should be worried a bit perhaps, because some of the solutions they arrive at are wrong. But I should feel that fundamentally they are strong and vigorous and thorough at the core and I should watch them with very great security of feeling when I knew that they had thought the problem through and honestly arrived at their conclusions.

What Can the School Do?

We should now consider for a few moments just what the school may do to apply these two principles that I have indicated. There is one very definite thing that the school can do and that is this. It can help the child to fall in love with important ideals, such as honesty and industry, unselfishness and courtesy, and a number of other important traits. One reason why we do not practice a trait of character is because we do not love it very much. We do not think it to be very important. Every trait of character that we desire

deeply we work hard for. If I feel that ambition is very important then I will work hard to be ambitious; and if I feel courtesy is something that is necessary for this reason and that and the other, then I work very hard for that; and if I regard honesty as a trait of extremely great importance then I work for it. If I don't feel it then I don't do it. And so one of the things we might do in school is to develop an interest in and a love for traits apart from any question of getting them to do the thing.

The school is very useful in that respect particularly because it has at hand a great library of biographies and cases in which great men who have succeeded, have admired and followed certain definite traits of character. We have illustration after illustration to show that honesty was beloved by great men, that initiative is of importance, that unselfishness is of importance. In order that a child accept a trait as being very much desired he has to feel its worth. We have to show him the advantages that come from the following of the trait and the punishments that come

A SHOPPING CENTER FOR MISSOURI TEACHERS

Missouri teachers find that week-end shopping expeditions to EMERY, BIRD, THAYER'S are very profitable. The Fashion Shops . . . Third Floor . . . offer all that is new and smart in apparel . . . while the Accessory Sections offer a source of wide selection.

Rest Rooms . . . Checking Stand . . . the Tea Room . . . the Sub-station Post Office and the Wrapping Booth are services which are offered for the convenience of our patrons.

If you cannot shop in person, you may shop by mail through our Personal Shopping Service.

Emery, Bird, Thayer Company

KANSAS CITY, MO.

from its not being followed as it should be. That can be gotten very definitely through literature.

The Value of Example.

And more important almost than that is this point. The desire that a student has for a trait is in a large measure proportionate to the importance with which a teacher whom the student admires regards it. If I am brought up in a community of people whom I respect highly I am likely to develop their traits and love for their traits. This is what we call the value of example.

In addition to that it seems to me that the school can intensively take up many of these traits and develop them one by one. When you had your courses in professional methods of teaching, there was some discussion there of what values came out of Latin, geography, history, and arithmetic. You found such traits as honesty and the ability to think. Undoubtedly in our subjects we can develop the traits of honesty and accuracy in arithmetic, of open-mindedness in history. We can do a great deal of that, remembering, however, always, that a child may be accurate and honest in arithmetic and not be accurate when it came to something outside of the school.

But there is a more important area within the school in which we can help develop character and that is in all the things the children do when they are not studying their books. I think perhaps we don't realize as clearly as we might the impor-

tance of that area of work within the classroom where the children are mixing; particularly where they use the socialized recitation. A great number of illustrations come in there that have nothing to do with geography or history, which the teacher may use as vehicles for teaching the proper traits of character. The classroom, in other words, is full of situations outside of the subject matter itself.

And how to care for these situations outside of the classroom we have a rather well developed technique with regard to classroom procedures which help. Just as in arithmetic we have home work, so it is possible in developing traits of character to have home work, too. That is to say, when we teach courtesy in a situation in school, we can ask the children to practice it at home. The mother may help, as she so often does, with other home work. We may secure reports from the mother on how it is succeeding. I think home work, or as we call it in more highbrow language, the conduct assignment, is the very heart and soul of character development. It is one thing to talk about what to do but the important thing in character development is to have it done and that is gained only by practice.

So it appears to me, in brief, that if the school could discover those types of situations which result in crime it could make a drive on those and see that those were cared for to the best of our abilities. Thus we would be turning the whole huge machinery of education upon this problem.

WHAT MAKES A COUNTRY GREAT?

Thomas B. Macaulay

What is it that makes the great difference between country and country? Not the exuberance of the soil; not the mildness of the climate; Not mines, nor havens, nor rivers.

Is it anything in the earth or the air that makes Scotland more prosperous than Egypt, that makes Holland more prosperous than Sicily? No! it was the Scotchman that made Scotland: it was the Dutchman that made Holland.

Look at North America! Two centuries ago the sites on which now arise mills and hotels and banks and churches and the senate houses of flourishing common-

wealths were deserts abandoned to the panther and the bear. What has made the change? Was it the rich mold or the redundant rivers? No! The prairies were as fertile, the Ohio and the Hudson were as broad and as full then as now. Was the improvement the effect of some great transfer of capital from the Old World to the New? No! the emigrants generally carried out the English heart and head and arm; and the English heart and head and arm turned the wilderness into corn-field and orchard and the huge trees of the primeval forest into cities and fleets.

Man is the great instrument that produces wealth.

What Is the Parent-Teacher Association?

From the Kansas City Council President

PERHAPS IT IS easier to tell what a parent-teacher association is, by first telling what it is not. Too many people get the idea that when they join the P.-T. A. they are merely joining another social club, but it is not a social club in the sense in which we usually use that term, though it is very necessary to develop the social side of parent-teacher work in order to derive the greatest benefits from it. Others feel that if they are disgruntled over the curriculum of the school it is the duty of the parent-teacher association to change it, but this is not the work of a parent-teacher association. It is the work of the school curriculum committee and is in the hands of the superintendent and school board. Still others feel it is the place to which they should bring their community problems—and it is, if these are problems bearing directly on child welfare; but otherwise these matters should go to the improvement associations or community clubs. Still others feel that it is a

place to satisfy their longing to be an office holder—it is, if they will use the office for the furtherance of child welfare and not for personal aggrandizement, for there is a satisfaction, for one who has qualities of leadership, in seeing the results of his labor, if he will keep constantly in mind that everything he does must be child welfare work. Having clearly in mind this definition of what a parent-teacher association is not, it is very easy to comprehend the definition given in the National Handbook that "The National Congress of Parents and Teachers is an educational and social movement which unites parents, teachers, and all good citizens in each school community in one great democratic organization for the sole purpose of conserving and advancing the interest of America's greatest asset—children."

It was because a group of parents as long ago as 1897, felt the need of just such an organization as this, that Mrs. Theodore Birney and Mrs. Phoebe A. Heart or-

A Cordial Invitation

Is extended Missouri Teachers to come to DIAMOND'S while in Kansas City during the Convention next Month.

This is in every regard a woman's Store . . . and the Store of particular, fastidious Women. You will find here the quiet, attentive atmosphere of the Shop, but with the great difference that DIAMOND'S present Apparel of the most fashionable types, at the conservative prices you want to pay.

Our selections of Frocks, Coats, Furs and the smart accessories, are ready . . . more fascinating in styles than ever . . . and we believe, the most gratifying in town.

Diamond Brothers
New York 1104-1106 WALNUT Paris

KANSAS CITY.

ganized the National Congress of Mothers on February 17th of that year. Until 1920 the membership of this organization was less than 200,000, but in May, 1929, it was nearly 1,500,000. In 1908 it was voted to change the name to "The National Congress of Mothers and Parent-Teacher Associations," and in 1924, because of the increased interest of men in the organization it was again changed to its present form, "The National Congress of Parents and Teachers."

Because it always brings greater loyalty and inspiration to any organization to celebrate its birthday; and in doing this, state again its aims and purposes, it has always been the custom for all local units to celebrate Founder's Day each year as near February 17th as possible. In Kansas City this always constitutes a part of the program for February in all local organizations, and in addition the Kansas City, Missouri Council sponsors a city-wide celebration, in which it features the outstanding accomplishments of the year in Congress work, and seeks to give all friends of the work a better understanding of the real meaning of child welfare.

We now come to the reasons for becoming a member of a parent-teacher association. First of all, every parent should become acquainted with the school which his child attends, and what better way is there to do this than to go to the school on every parent-teacher day? By so doing he will become better acquainted with the mechanical workings of the school; he will understand his child more as a part of a great whole rather than as an individual as he knows him in the home. He will know the teachers better and understand more fully the rulings of the school, and, most important of all, he will make his child's interest in school keener because the child knows the parent is interested too. Second, he will understand his child better because he will see him in relation to other children. His problems will be more easily solved by hearing what other parents have to say of their problems, and by hearing these problems discussed by experts along all lines; he will perhaps even find that some of the traits which he considered problems in his child, are not that at all but transitory stages in the child's develop-

ment; and third, he will learn to co-operate with his school and his community. He will find that instead of listening to the complaints of some other parents he will be taking his problems to the teacher and the parent-teacher association and having them solved for him, and that in working with his school he is helping to build up instead of to tear down a community, and he will become increasingly fond of, and loyal to his school and his community, and therefore a better citizen.

The matter of programs for the local association will be more fully discussed by the program chairman and it is sufficient to say here that the programs should always be on subjects of child welfare, and that they should be especially fitted to the needs of the community in which they are presented. Community subjects which would be of vital interest in one community might be absolutely foreign to interests of another, therefore no leader should try to use the programs of some other association unless he knows that they will fill the needs of his group. Programs should be short and snappy; as much of the routine business as possible should be taken care of by the executive board. One of the surest ways to make a program of vital interest to all mothers is to have open forums as often as possible on the subjects which are being used in the parent education class.

These parent education classes are the most important part of the work, for in them real instruction is given in the subject which is most important to all patrons—the subject of parenthood.

Another important part of the meeting is that set aside for sociability, whether this takes the form of a short period for introductions and a chance for interchange of greetings, or whether refreshments are served, it is a very valuable part of the program, and should be done in the way best suited to the community. But in whatever manner, see to it that no timid mother goes away without feeling that she is welcome and that she wants to come again—that she is needed in the work.

The problem of ways and means has ruined more groups as real Congress associations than any other one thing. Starting often in a most innocent way, in earn-

ing money which is necessary for Congress work, the association finds itself making money for many worthy yet unnecessary projects in-so-far as child welfare is concerned, to the exclusion of its real work. It is the business of the school board within the limit of its means, to furnish equipment for the schools, and often an association, over-zealous for the progress of its school, will find that it has paid for equipment which the school board would be glad to furnish. The only safe way to do in this matter is to confer with your principal, who knows the policy of the school board, first being sure that he understands the real purpose of your organization; then be guided by his advice. Some associations raise their money by the budget system—having certain optional dues in addition to the regular state and national dues of fifteen cents a year, and others find that they must raise their funds by sales or entertainments. In whatever way it is done stress should be laid as little as possible on money, and as much as possible on child welfare work.

The real test of the success of an organization is in the quality of leadership which is developed. No one becomes intensely interested in any work unless he feels he is a part of that work. Thus every effort should be made to give the timid parent a chance. One should not adhere so strictly to parliamentary law that the members are afraid to take part in the meetings, but should encourage them to take part by giving them some duty to perform. The president should cheerfully advise and help, but never carry the load for her chairman, for only by doing this work can the chairmen themselves become leaders. The test for leadership given in the National Handbook is one which all leaders should use in checking up on themselves. In part it is that:

"A good leader learns to see large things large, and small things small;

Sees the local, state, and national work in their true relationship of interdependence;

Accepts difficulties as a challenge;

Delegates responsibility;

Discovers initiative, experience, special interests and ability and plans to utilize these qualities in the work of the association;



How Do You Measure Home Comfort?

Doesn't *convenience* come first? Convenience, these days, is largely a matter of electric service, and its effectiveness depends on your wiring facilities. Complete wiring is neither complicated nor expensive.

DUPLEX CONVENIENCE OUTLETS (wiring terminals) are the logical measure of home comfort. They save many steps eliminate chair-climbing and unsightly electric cords (foot-catchers and fuse-blowers).

*Rewire for
Convenience*

**KANSAS CITY
POWER & LIGHT CO.**

**1330 Grand Ave.
Kansas City, Mo.**

Welcomes honest criticism;
Cheerfully and frankly acknowledges mistakes;
Rejoices in the success of others;
Keeps herself in the background."

After this leadership has been developed in the local associations and this leader has made her contribution to that work she will find in Kansas City and in many other cities another opportunity for service in Congress work. This is in the city council of parents and teachers. The work of this Council is perhaps the least understood of any part of Congress work. When the local organizations come to understand that the Council exists solely to help them and make their work easier, then, and then only, can the Council do its best work. It depends on the associations for support and every year this is becoming more whole-hearted. The money earned once a year by some large undertaking such as a picnic, is the only means which the Council has to pay for the year book, which is invaluable to every officer and board member of every association; for the membership blanks; for its work in co-operation with other agencies, and most important of all for the furtherance of the Parent-Education work and the Mary Harmon Weeks Scholarship Foundation. It is only because of this financial support that the Kansas City Council is enabled to do this work. Its officers, directors and chairmen are always ready to help any local association in solving its individual problems. The Council meetings belong to the local associations and they should bring questions in and let other association members

help answer them. The Council also stands as a safeguard to local associations in regard to outside projects. Any other organization wishing help in its program usually comes to the Council first. The matter is gone into thoroughly by the executive board and if it is something pertaining to child welfare work and is non-sectarian and non-political the Council usually endorses it. If the local associations will first find out what stand the Council has taken they will often be saved embarrassment in their co-operation with other agencies.

The Council never wishes to dictate to the associations; it only hopes through co-operation to make their work easier and more efficient.

If the members of all parent-teacher associations would memorize carefully the objects of the National Congress of Parents and Teachers: "First—to promote child welfare in home, school, church and community; to raise the standards of home life; to secure more adequate laws for the care and protection of women and children; second—to bring into closer relation the home and the school, that parents and teachers may co-operate intelligently in the training of the child; and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, moral and spiritual education"; and if when they have memorized it they would measure every activity undertaken by their association, by these standards they would have a parent-teacher association of the highest type.



THINKING IN EDUCATION

By B. E. Miller

That which differentiates man from the lower animals is the greatly increased size of his brain and his ability to utilize articulate speech. The brain is the chief organ of adaptation used by man in his increasing mastery over his environment. As soon as an individual makes a new step in the mastery of his environment, such mastery becomes the common property of the race thru imitation or the mental interstimulation occasioned by articulate speech. One can conceive of a standardized means of control being lost, but it is much more likely that it will survive if it supplies a need that is constant in human society. These standardized means of controlling situations, or racial experiences that have acquired definite meanings, constitute subject mat-

ter. Thus the stream of human culture is being fed constantly, more particularly thru the small group who make the new adjustments for the race in the realm of science.¹ It is usually by one individual that the new mastery is made.

It is into such a world that the child is born. A world where he is surrounded by individuals who adjust themselves to each other and to their material environment. Many of these adjustments are made on the basis of racial experience as it has been crystalized in subject matter. He is endowed with the large brain and with organs of speech. As Professor Dewey has well shown, that which determines whether a child shall spend his

¹ Goldenweiser, *In American Anthropologist*, XIX, 447.

RECOMMENDED BY THE PUPILS READING CIRCLE BOARD PUBLICATIONS OF A. FLANAGAN CO. CHICAGO, ILL.



Each book is attractively and durably bound in cloth.

GRADES 1 and 2

Brownie Primer, Banta	.....\$0.51
Brownies at Work and Play, Banta	......51
Busy Little Brownies, Banta	......51
Children of Mother Goose, Cowles	......51
Children's Favorite Stories, Smith	......45
Cotton Tail Primer, Smith	......48
Cotton Tail First Reader, Smith	......48
Cotton Tails in Toyland, Smith	......48

Myths from Many Lands, Cowles	......51
Nature Myths and Stories, Cooke	......51
Really Truly Fairy Tales, Banta	......51
Robinson Crusoe Reader, Cowles	......45
Shaun O'Day of Ireland, Brandeis	......51
Wee Scotch Piper, Brandeis	......51
Wretched Flea, A Chinese Boy, Muller	......51



Fairies of Nine Hills, Banta	......51
Fairy Primer, Banta	......51
Fireside Stories, Klingensmith	......51
Hawkeye and Hiawatha, Smith	......51
Roly-Poly Book, Smith	......51
Three Little Cottontails, Smith	......48
Two Little Indians, Maguire	......45

GRADES 3 and 4

Brownies in the Greenwood, Banta	......51
Bunny and Bear Book, Smith	......48
Children's Story Hour, Cowles	......51
Fairy Tales of Long Ago, Cowles	......51
Favorite Tales for Story Telling, Cowles	......51
Forest, Field, and Stream Stories, Bailey	......51
Four and Forty Fairies, Banta	......51
Garden, Orchard and Meadow, Bailey	......51
Going to School in Animal Land, Cowles	......51
Just Stories, Klingensmith	......51
Little Bear, Smith	......48
Little Dutch Tulip Girl, Brandeis	......51
Little Indian Weaver, Brandeis	......51
Little Jeanne of France, Brandeis	......51
Little People of the Snow, Muller	......51
Little Swiss Wood Carver, Brandeis	......51
Little White Chief, Nida	......51

GRADES 5 to 6

Alaska and Canada, Kern	......57
American Heroes From History, McFee	......57
Great American Industries Series	
Vol. 1 Minerals, Rocheleau	......57
Vol. 2 Products of the Soil, Rocheleau	......57
Vol. 3 Manufactures, Rocheleau	......57
Vol. 4 Transportation, Rocheleau	......57
Vol. 5 Farm Animals and Farm Crops, Rocheleau	......57
Last of a Great Indian Tribe, Oaman	......57
Boys and Girls of Colonial Days, Bailey	......57
Boys and Girls of Discovery Days, Bailey	......57
Boys and Girls of Modern Days, Bailey	......57
Boys and Girls of Pioneer Days, Bailey	......57
Hans and Hilda of Holland, Smith	......51
Little Journey Series	
France and Switzerland, George	......57
Hawaii and The Philippines	......57
Italy, Spain and Portugal, George	......57
Japan and the Orient, Ainsworth	......57
Mexico and Central America, George	......57
To the West Indies, Ainsworth	......57
Little People of Japan, Miller	......51
Pappina, A Little Italian Girl, Davis	......51
Pranks of Two Jolly Goblins, Hood	......45
South America Today, White	......72

ORDER THESE BOOKS FROM E. M. CARTER, SECRETARY, COLUMBIA, MO.

me as a member of a savage group, or as a member of a civilized society, depends upon the social nature of the stimuli of his environment. The savage group perpetuates savagery much as the civilized group perpetuates civilization, tho the real difference lies in the difference one finds in the nature of the stimuli. The latter has a weighted stimuli.² The child needs not to be told to think.³ He cannot avoid doing it. To think is as natural as to breathe. He thinks as he adjusts himself to his environment. The adjustment is the active side of his mental life. Thinking is linked up with the normal activity of the individual.

The world to which a child must adjust himself is a world of material things and of ideas. He reads meanings into the concrete things about him on the basis of the uses to which they may be put. The object means to him just what use it may serve for him or for his fellows. A bright piece of stone may arrest his attention. The adult would not be interested in it, but to the child it acts as a stimulus he cannot resist. He reacts by picking it up, examining it, and either throws it away as useless or preserves it as a treasure. In this process he has been thinking. He has had an experience. The facts he has learned may be that the stone is hard, heavy, and has sharp edges. These facts, when recalled in subsequent experiences with new objects brought to his attention, become the basis of his comparison and judgment. Thus the whole educative process is only an ever widening experience which is constantly acquiring new meanings. What is here insisted upon is the necessity of an actual empirical situation as the initiating phase of thought. Experience is here taken as previously defined; trying to do something and having the thing perceptibly do something to me in return."⁴

In addition to the world of concrete objects the child has a world of ideas surrounding him. Through the power of abstraction he enters and lives in this world.

² Dewey, John. *Democracy and Education*, p. 44.

³ Schaeffer, N. C. *Thinking & Learning to Think*, p. 23.

⁴ Dewey, John. *Democracy and Education*, p. 180.

While it is true that the early thinking of the child is based upon experience with concrete objects, he soon acquires a mastery of things in the abstract. He then thinks in terms of principles, judgments, and images. His judgment may be false and hence his thinking false, but it serves him so long as it is satisfying. This may be illustrated as follows: The primitive man hears thunder. What is it? He may, or he may not, associate it with the flash of lightning that has preceded it. His answer to the phenomenon is that it is the "spirit" speaking in the cloud. To him the answer is satisfying. The modern scientist witnesses the same phenomenon. He at once starts his stop watch, notes the number of seconds that intervene between the flash and the sound he knows will follow. This number of seconds he multiplies by one thousand and ninety, the distance sound travels per second, then divides this product by five thousand two hundred and eighty, and accordingly computes the storm cloud to be so many miles distant. He continues his explanation by showing that the flash of lightning is due to the congealing of water vapor (which is a gas) into droplets of water. Each particle of water vapor is a small magnet with the electricity lying upon its surface. Thru condensation the electricity carried by each particle of vapor is carried over into the drop of water. As the drops increase in size they soon reach the point where they become surcharged with electricity. To equalize the situation the electricity (as lightning) leaves the cloud and flashes to the earth, or to an adjacent section of the sky which is not so highly charged. The scientist may go farther and show that the condensation of moisture is due to the upward moving currents of warm air coming in contact with upper strata of cold air. Where convection is strong, that is, where the upward movement is rapid and the air is full of water vapor, the precipitation may take the form of hail. Where the convection is slow, the precipitation may be only the gentle shower. Thus each observer has witnessed the phenomenon. Each has formulated a satisfying answer on the basis of previous experiences. That they have reached such widely different explanations is due to the widely dif-

ferent individual and racial experiences each has had. When confronted with such situations the mind must think to some satisfying end.

It may be said then, that increasing mastery comes thru the thinking process of normal experience. Such thinking arises in normal experience in the presence of felt needs or problems. Real constructive experience is brought to play in the solution of these problems. The materials of our thinking, or the data of it, must be past experience. The situation presented in a problem one meets may not be an exact reproduction of some past difficulty met and solved. But it is likely that some of the factors involved in the solution of a former problem (which are now principles of experience) will be applicable here. This may be illustrated as follows: We may choose to solve our problem by deduction, of which according to Bagley, there are two types, anticipatory and explanatory. The former guesses what a particular case will be because of the principles involved in its occurrence. The latter explains why a particular case is as it is in terms of

principles and rules formulated out of experience. For instance, four years ago I set out a grape arbor, having made this anticipatory deduction. My general principles were two: First, vines need an abundance of moisture; second, they need a very fertile soil. Now I had never seen the following combination but determined to try it out. (anticipatory) I dug a trench two feet deep, one and one-half feet wide, and twenty-five feet long around my back porch. I next laid at the bottom of the trench an ordinary drain tile. This tile was laid on a level with one end coming to the surface. I next filled the ditch with rich fertilizer, putting but little dirt over the top. In this I planted five grape vines at five foot intervals. When the excessive dry weather came I turned the city water into the tile and by means of sub-irrigation I was able to get a remarkable growth on the vines. Some vines grew twenty feet in length the first year. Two years after being set out these five vines produced 300 lbs. of fruit. (Results I had anticipated.)

On the other hand I use explanatory deduction when my friend asks the reason

IMPROVE THE READING PROGRAM

With appealing, informational material which will make the pupils want to read, and *read* and READ!

THE STORY OF MAN SERIES by William L. Nida

The first three books of this series of informational stories about the dawn and growth of civilization are ready! They are written by an author who is an expert in this field. "The Tree Boys" is the first book and tells of Kip and Tim who lived in a tall, tall tree. "Fleetfoot, the Cave Boy" is the second book of the series and tells of the discovery and the use of fire. "Taming the Animals", the third book, tells how kittens, goats, sheep, horses, and cattle become a part of the family circle. Children play an important part in each thrillingly entertaining book. *The upper three books are in preparation.*

"SCALLY" ALDEN by Ada Claire Darby

Book reviewers write that this story reminds them of "Little Women". "Scally" is a self-reliant little girl who earns money for a long vacation—and she's only ten.

THE CAT IN GRANDFATHER'S HOUSE by Carl Grabo

Carl Grabo is on the faculty of the University of Chicago. He has written a book that will stimulate the imagination of the most prosaic child, for antique furniture comes to life in the dead of night! Hortense and Andy, a little girl and boy of ten are equal to every emergency.

Each of these books are listed and approved by the Pupils' Reading Circle Board and the State Department of Education of Missouri.

LIDLAW BROTHERS

2001 Calumet Avenue
Chicago

for such remarkable growth, as I explain my process based upon the two principles involved. Need I add that my next door neighbor got five vines at the same time from the same nursery, but set them out with no regard for principles of experience and said I was foolish for going to the trouble I did? He said he would have more grapes than I would. He lost one of his vines, the other four grew slowly. He said vine growers select the poorest soil they have, old clay hillsides for instance. However, when my vines yielded 300 lbs. of fruit his vines produced only twenty-five lbs. Whose anticipatory deductions were best?

These are the conditions under which thought is used in ordinary life. These conditions are perfectly normal in that the situations giving rise to the problems are normal. When one enters the school the environment too often is abnormal and the problems do not arise in the experience of the boys and girls but are problems that are superimposed by the text-book or the teacher and hence are not real problems at all for the pupil. The facts of the subject matter offered are not thoroughly grasped, and the problems these facts solve are not real and hence not understood. These facts are therefore not retained in memory. This situation is so true as to have been crystalized in the adage: "Facts learned from books are greased, but those learned from experience are covered with glue." In other words, the facts of a text book are just as valuable in themselves as the facts of experience, *per se*. But the former slip from our memories because they have not been linked up with the solution of problems that are as vital in our experience as some of the facts that have been gleaned from experience itself. Facts have value only to an individual when they aid him in solving problems. Facts gathered from empirical situations become effective means of control and accordingly are not so easily forgotten.

Good, close, and helpful thinking then in education, consists of seeing the meaning of activity that is experienced. One may think of it this way: The individual with a well ordered mind resembles the artisan who has a well selected kit of

tools. Any project the latter desires to construct can be built with the tools in his possession. The tools are each in its place, and each tool is designed to serve some certain end. The artisan selects the one he wants for the immediate step in the constructive process. He does not attempt to drive a nail with a saw or bore an inch hole in a board with a spade. Just so the well ordered mind is stored with various types of experience or solutions of problems that may be utilized in solving new problems. Often, however, it occurs, that the mind is filled with many ideas, or means of control, the specific use of which is unknown to the possessor. Ideas for such a mind are only so much rubbish among which a chance solution may be found for problems arising in subsequent experience. The traditional school produces many minds similar to the one just described. The fault lies with the school.

The school is the one active agent that should assist the child in the mastery of his environment. It should so manipulate his environment as to widen his experience. Personally he cannot reach out far beyond his own community. But by means of problems, a vivid imagination, and ideas brought to him in well selected problems in school life, he can live in a rich experience on the other side of the earth, or find himself at home among the possible irrigating agriculturists located along the canals of Mars.

More particularly, the school is to aid the student in his thinking by acquainting him with the technique of thinking, or the means by which mastery is gained. The essential factors in this process are as follows: First, meeting a difficulty in an activity engaged in to accomplish some purpose. Second, locating the difficulty and making hypotheses for its solution, and testing these hypotheses in thought and action. The hypotheses are made on the basis of analogy and here is where past experience comes in. Third, solving the problem by means of the hypothesis best suited to meet the situation. This test is also made in thought or action, depending upon the nature of the case. Fourth, using the new means of control that has been secured thru the experience.

To aid the student in these steps of thinking in the solution of the student's problem is the task of the teacher. He should be able to discover just where the process breaks down and render the assistance at just that point. He should also be able to direct the students activities so as to lead him naturally into problems that will appeal to the student. It is to be remembered that active helpful thinking is stimulated only in the presence of problems. The good teacher will find many ways of bringing these up out of the different situations that arise in the school room. The resourceful teacher will be familiar with what Adams calls the trick of "Confrontation." As an illustration consider the following: A says I lather my face to soften the beard when preparing to shave, B says I lather my face to harden the beard when prepar-

ing to shave. A problem has now risen in your mind. Which of these two is correct since they are directly opposed to each other? So the student will often be brought face to face with facts that seem opposed to each other and he must think his way thru the situation.

Thinking then in the educative process has an important place. It is the rationalizing, catalogueing attitude toward the matters passing thru experience. These experiences must be reflected upon so as to be the basis of subsequent judgments. Consequently as one widens his experience he should be able to minimize the trial and error method of solution and solve his problems thru thinking out the solutions on the basis of past experience. So far as possible the school must aid the pupil to accomplish this end.



ENGLISH GRAMMAR WORKBOOK

Just Off Press

PRACTICE SHEETS IN ENGLISH GRAMMAR AND PUNCTUATION

THIRTEEN MASTERY TESTS

KEY FOR TEACHER, WITH CORRECT ANSWERS TO TESTS

By

Harriet R. Lockwood, Supervisor of English Practice, and Instructor in English Methods,
State Teachers College, Oshkosh, Wisconsin.

- - 000 - -

A workbook in English Grammar and related problems in punctuation, for seventh, eighth, or ninth grades.

Exercises grouped in fourteen units. Each unit provided with mastery test and key. Each exercise on independent perforated sheet, all bound in book form, to be done by pupil for comparison with key.

IMPORTANT FEATURES

1. Unit organization of materials.
2. Content graded in difficulty.
3. Provision for individual differences in ability and for individual rates of progress.
4. Regular mastery testing.
5. Self-teaching and self-corrective exercises.
6. Adaptability to any textbooks or to independent use.

Correspondence solicited.

American Book Company

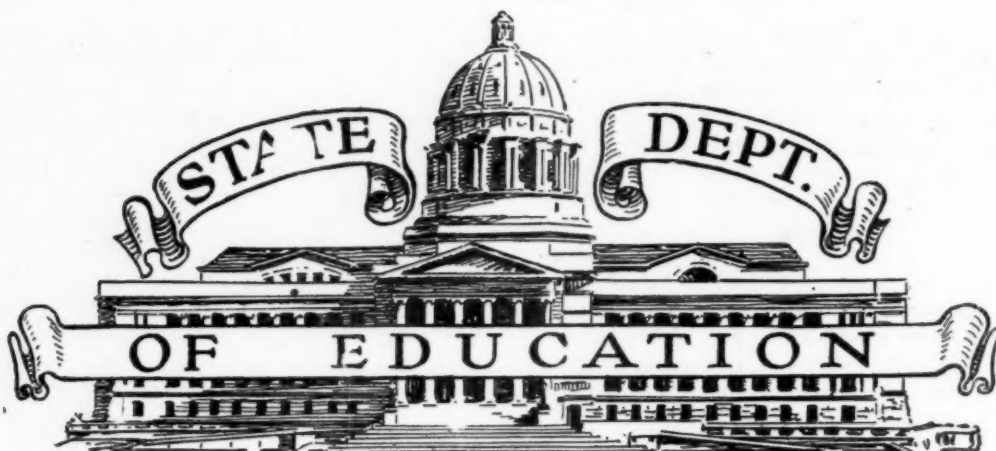
New York

330 E. 22d Street
Cincinnati

CHICAGO, ILLINOIS
Chicago

Boston

Atlanta



An Arithmetic Test For The First Grade

MISS NORA E. Hackley, rural school supervisor in Central Missouri District, has devised the following arithmetic test for the first grade. Teachers may find the form of this test suggestive for making similar tests; they may use this one to test the arithmetic attainment at the beginning of second grade work; or they may use all of it or parts of it to test the attainment of first grade pupils from time to time.

1. Write numbers from 5 to 50 by fives.
 2. Write numbers by 10, from 50 to 100.
 3. If you had 3 books and I should give you 3 more books, how many would you have?
 4. Write the numbers which come after 5, 8, 6, 9, 3, 10, 12.
 5. Write numbers which come between the following numbers: 5-7, 6-8, 10-12, 13-15, 16-18, 20-22.
 6. Draw a circle around the number that makes the correct answer to the following problems:
 - a. 5, 6, 9, 3, 9, 12 inches make one foot.
 - b. 6, 4, 7, 9, 3, 2, nickels make one dime.
 - c. You eat 5, 8, 9, 3, 4, 6, 2 meals a day.
 - d. 8, 9, 10, 5, 4, 3, 6 pennies make a dime.
 - e. 9, 4, 6, 7, 3, 2, 10, 5 pennies make a nickel.
 - f. 1, 3, 2, 6, 4, 5 pints make a quart.
 7. Draw a clock face and mark on it the time you go to bed and the time you get up.
 8. Tell the time you dismiss for lunch —.
 9. I am — years old.
 10. I can count to —.
 11. How many windows in this room?
 12. If you were to cut an apple into two parts, what would you call each part of the apple?
 13. Write your numbers to ten.
- Name
- Number
- Age
- Time required to take examination

RECORDS FOR RHYTHM ORCHESTRA

ONE OF the objectives in this year's music program is the development of rhythm orchestra. While the records listed in the State Course of Study are good for music appreciation they are not, as a whole, adaptable for rhythm orchestra work. For that reason the following list has been prepared. Schools may use this list instead of the one listed in the Course of Study. Due credit toward an approved rural school may be received for this list if it is substituted.

Name of Record	Composer	List Price	Victor No.
March of the Tin Soldiers	Tschaikowsky	\$.75	20399
Le Secret	Gautier	.75	20416
Shepherd's Hey	Grainger	.75	20802
Minuet Don Juan	Mozart	.75	20990
Rhythms for Children		.75	19881
Blue Danube Waltz	Strauss	1.25	35799
Anitra's Dance	Greig	.75	20245
Song of the Volga Boatman	Russian Folk Song	.75	19960
		Total	\$6.50

Program Notes

"March of the Tin Soldiers" was written by Peter Ilich Tschaikowsky, a famous Russian composer. The march is a descriptive number telling of an imaginary parade of little stiff jointed tin soldiers.

"Le Secret", by Leon Gautier, a French composer, is a light "Intermezzo" in a march like tempo.

"Shepherd's Hey" is a clever arrangement of old English Morris Tunes, made by Percy Grainger, a present day Australian composer and pianist.

The "Hey" or "Hay" is an old form of English County Dance. It has reference to the word for hedge, the dancers form in two rows like hedge rows.

This number is interesting from the standpoint of instrumentation, and gives

excellent examples of the various instruments of the orchestra. They enter in the following order: violin, second violin and violas; cello; double bass; clarinet; flute; oboe; bassoon; harp; horns; trumpet; trombone; tuba; xylophone; triangle and kettle drums.

Minuet from *Don Juan* is taken from the opera "*Don Giovanni*" by Mozart. The minuet is a stately old French dance, which was danced deliberately with slowly measured steps. This dance depicts the age of chivalry when the ladies made many graceful curtsies and the men gallant bows.

Rhythms for children is a collection of marches. "March" by A. Holleander. "Soldier's March" R. Schumann. "March from *Nutcracker Suite*" Tchaikowsky. "March from *Alceste*" Gluck.

"Blue Danube Waltz" is one of the most popular waltzes of all times. It was written by Johann Strauss in 1866, at a time when the people of Vienna were saddened and depressed because of war. They received this waltz with great enthusiasm.

"Anitra's Dance" and "The Hall of the Mountain King" are taken from the "*Peer Gynt Suite*" by Edvard Greig. The story is of Peer Gynt, a lazy Norwegian boy who spends most of his time dreaming. "In the Hall of the Mountain King" describes his adventures in the cave of the trolls. It is a wild, grotesque dance of these little mountain imps, who circle about Peer, polking at him with their long fingers.

"Anitra's Dance" describes a desert scene, in which Anitra, daughter of an Arab Chief, so charms Peer with her dancing that he gives her all his gold and jewels. The dance is in the form of a mazurka.

"Song of the Volga Boatman" is the best known of all Russian Folk Songs. It is the chant of the boatmen who hauled boats along the Volga River. The boats were flat barges used to carry freight. The peasants pulled these heavy barges with heavy ropes. They found that the load could be pulled more easily if they all pulled at the same time. So they sang this song as they pulled.

NEW READERS FOR GRADES 4, 5, and 6

By HILL, LYMAN and MOORE

These distinctive and superior books are the outgrowth of years of experience in actual classroom work. Among the outstanding features of this series are the correlation of the material with life problems; the indirect training in character traits; the individualization of reading and expressional projects; the wide provisions for free, independent reading; the systematic training in the higher reading processes.

If you are considering new readers for the middle grades—4, 5, and 6, under your supervision, we shall be glad to hear from you.

CHARLES SCRIBNER'S SONS

320 EAST 21ST ST.

CHICAGO, ILLINOIS

Row, men, row,
 Though the winds blow
 'Gainst the current,
 Row, men, row!
 Yonder birches on the shore!
 We must reach them bend the oar.
 Swiftly the Volga's waters flow
 We're their masters
 Onward still we go.
 Row, men, row,
 Though the winds blow
 'Gainst the current,
 Row, men, row!

STATE PUPILS READING CIRCLE

"WHEN children go to the library as they go to the kitchen cupboard, or the tool chest, or the woods, or the meadows, . . . when they read aloud to each other for the sheer fun of it; when the school as a whole has that rare quality called intellectual atmosphere, children are learning to learn—which is the supreme purpose of the school."—Joy Elmer Morgan, Editor, Journal of the National Education Association.

It is to establish the attitude expressed in the above quotation that the State Department of Education encourages and sponsors the State Pupils' Reading Circle. Last year (1929-30) 1,443 pupils qualified for membership in this Circle. Of these a large number were first grade pupils who are ambitious to become life members.

The regulations and qualifications of the State Pupils' Reading Circle are given in the 1929 Courses of Study for Elementary Schools, pages 345, 346, 347.

Each year the list of books for the Reading Circle is revised so that the list may be kept up-to-date and that new books may be added to the library each year.

The books listed are chosen from those suggested in the State Courses of Study for Elementary Schools, from the list prepared by the State Reading Circle Board, from the Graded list of Books for Children by Beust, 1930 edition and from books of recent publication. If substitutions for this list need be made, it is suggested that any book offered as a substitute be chosen from the Graded List of Books for Children by Nora Beust prepared under the direction of a Committee

of the American Library Association. This list may be obtained from The American Library Association, Chicago, Illinois.

All books in the following list may be obtained from E. M. Carter, Secretary of the Missouri State Teachers Association, Columbia, Missouri, except those starred, in which case the publisher is given and the book may be ordered directly from the publisher or through any book dealer.

Pupils who read **regularly** any of the following magazines may offer that magazine as one book in either class IV or V.

Pathfinder,
 News Outline,
 My Weekly Reader,
 Current Events,
 The News Review.

SELECTED LIST OF BOOKS FOR STATE PUPILS' READING CIRCLE

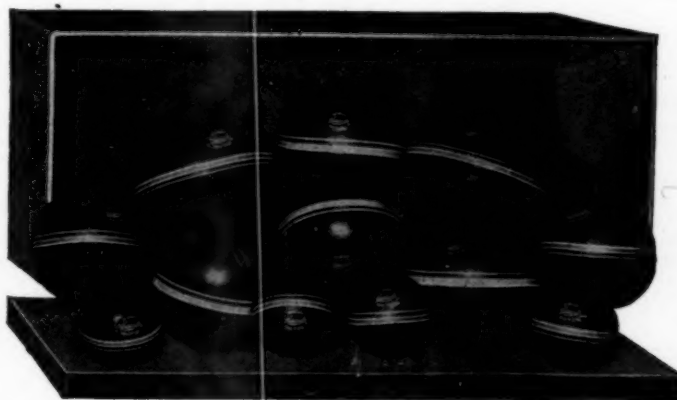
GRADE I

- I. Literary Readers:
 Read any 4 literary readers suitable for grade one in addition to the adopted texts.
 - II. Stories and Rhymes:
 Read any 6.
- | | |
|---|-------------|
| The Golden Goose Book, Brooke | -----\$2.90 |
| Johnny Crow's Garden, Brooke | -----1.59 |
| The Poppy Seed Cakes, Clark | -----1.62 |
| Busy Little Brownies, Banta | -----.51 |
| Children of Mother Goose, Cowles | -----.51 |
| Cotton-Tail First Reader, Smith | -----.67 |
| Cotton-Tails in Toyland, Smith | -----.48 |
| Doll Land Stories | -----.43 |
| The Fairy Primer, Banta | -----.51 |
| Little Black Sambo, Bannerman | -----.49 |
| The Singing Farmer, Tippet | -----.61 |
| F-U-N Book, LaRue | -----.61 |
| Tale of Peter Rabbit, Potter | -----.47 |
| Adventures in Storyland, Primer, Taylor | -----.56 |
| Adventures in Storyland, First Reader, Taylor | -----.60 |
| Mother Goose Book, Bolenius and Kellogg | -----.61 |
| Work-A-Day Doings, Serl and Evans | -----.61 |
| Work-A-Day Doings on the Farm, Serl | -----.61 |
| The Story-A-Day Book, Holt | -----.72 |
| My Reading Book, Youngquist and Washburne | -----.79 |
| Marigold Garden, Greenway | -----2.42 |
| Bible Story Reader, Book I, Faris | -----.74 |
| An Airplane Ride, Read | -----.54 |
| An Engine's Story, Read | -----.54 |
| A Story About Boats, Read | -----.54 |
| At Grandfather's Farm, Read | -----.54 |
| Billy's Letter, Read | -----.54 |
| Jip and the Firemen, Read | -----.54 |
| Mary and the Policeman, Read | -----.54 |
| Mr. Brown's Grocery Store, Read | -----.54 |
| *Stories of the Red Children, Brooks | ----- |
| ----- Educ. Pub. Co. | |
| *The Sandman; His Farm Stories, Hopkins | Page |
| *Chimney Corner Stories, Hutchinson | Minton |
| *Rhymes and Stories, Lansing | Ginn |
| *Sing-Song, A Nursery Rhyme Book, Rossetti | |
| ----- Macmillan | |

GRADE II

- I. Literary Readers:
 Read any 4 literary readers suitable for grade two in addition to the adopted text.
 - II. Stories and Rhymes:
 Read any 6.
- | | |
|---------------------------------------|-----------|
| Tom Thumb, Perrault | -----.54 |
| The Peter Patter Book, Jackson | -----1.15 |
| The Story of Squirrel Nutkins, Potter | -----.75 |
| Bobby and Betty at Home, Dopp | -----.74 |
| Bobby and Betty at Play, Dopp | -----.70 |

Bobby and Betty in the Country, Dopp	.88	*Little Blacknose, Swift	Harcourt
Cock, The Mouse, and the Little Red Hen, LeFevre	.90	*Skitter Cat, Youmans	Bobbs
Dutch Twins, Perkins	.79	GRADE III	
Hiawatha Primer, Holbrook	.76	I. Literature and Fiction:	
In Fableland, Serl	.65	Read any 4.	
Jack O'Health and Peg O'Joy, Herben	.41	Japanese Fairy Tales, Book I, Williston	.83
The Kelpies, Blaisdell	.62	New Garden of Verses for Children, Stevenson	.88
Bunny Rabbit's Diary, Blaisdell	.67	Peter and Polly in Autumn, Lucia	.56
Wag and Puff, Hardy	.56	Peter and Polly in Spring, Lucia	.56
Under the Story Tree, LaRue	.68	Peter and Polly in Summer, Lucia	.56
Story Folk, Suhrie and Gee	.61	Peter and Polly in Winter, Lucia	.56
The Squirrel Tree, McElroy and Younge	.46	Pig Brother and Other Fables, Richards	.62
Fairies of the Nine Hills, Banta	.51	Poems for Reading and Memorizing, Grade III	.29
In Animal Land, LaRue	.72	Mother West Wind's Children, Burgess	.67
Wags and Woofie, Aldredge, McKee	.58	Merry Animal Tales, Bigham	.77
Baby Animals, Troxell and Dunn	.63	The Poetry Book III, Huber, Bruner, Curry	.74
Little World Children, Seantlebury	.65	Literature for Reading and Memorization, Book III, Tucker	.61
Fun at Sunnyside Farm, Minor	.65	Kipwillie, Krapp	.79
Story Fun, Suhrie and Gee	.65	Adventures of a Brownie, Mulock	.56
Nan and Ned in Holland, Olmstead and Grant	.61	Adventures of Reddy Fox, Burgess	.54
Six Nursery Classics, O'Shea	.50	East O' the Sun and West O' the Moon, Thomsen	.61
The Golden Trumpets, Thompson	.72	Story Friends, Suhrie-Gee	.68
Nature Stories for Children, Book I, Albright and Hall	.72	Peter Pan and Wendy for Boys and Girls, Barrie	.79
Boy Blue and His Friends, Blaisdell	.62	Tiny Tail and Other Stories, Andrew-Boston-Hale	.65
The Adventures of Grandfather Frog, Burgess	.54	Bee, the Princess of the Dwarfs, France	.45
Stories of the Seminoles, Fairlie	.79	The Billy Bang Book, La Rue	.76
Betty June and Her Friends, Ellingwood	.52	Peter's Wonderful Adventure, Murphy	.68
Pammy and His Friends, Troxell	.54	The Climbing Twins and Other Stories, Clark	.76
Nursery Tales from Many Lands, Skinner & Skinner	.65	Silver Pennies, Thompson	.72
Bible Story Reader, Book II, Faris	.83	Adventures of Chippy Bobby, Batchelder	.68
*The Tortoise and the Geese, Bidpai	Houghton	Bad Little Rabbit, Bigham	.77
*Clever Bill, Nicholson	Doughleday	*I Go A-Traveling, Tippet	Harper
*Rice to Rice Pudding, Smalley	Morrow	*I Live in a City, Tippet	Harper
*Peter-Pea, Grishina Givago	Stokes	II. History and Biography:	
*Karl's Journey to the Moon, Maja Lindberg	Harper	Read any 3.	
*The House at Poch Corner, Milne	Dutton	How the Indians Lived, Dearborn	.68
*Fairy Tales, Perrault	Dutton	Five Little Strangers, How They Came to Live in America	.56
*Orchard and Meadow, Meyer	Little		



Leacock's

HEALTH BALLS

for
ALL SCHOOLS
and
PLAYGROUNDS

Health Balls are Recommended and Suggested by Mr. Henry E. Detherage,
Missouri State Director of Physical Education.

SEND FOR THIS SPECIAL INTRODUCTORY SET OF **\$10.00**
12 HEALTH BALLS—WHOLESALE PRICE....

921 Locust

Leacock Sporting Goods Company
INC.

St. Louis

Child's Book of American History, Blaisdell-Ball	.77	Wonderful Adventures of Nils, Lagerlof	.92
The Cave Twins, Perkins	.79	Literature for Reading and Memorization, Book IV, Tucker	.61
The Tree Dwellers, Dopp	.83	Pappina, A Little Italian Girl, Davis	.51
Viking Tales, Hall	.61	Joan of Arc, Monvel	1.50
The Cave Boy of the Stone Age, McIntyre	.54	Fairy Tales, Grimm	.68
Little Indian Folk, Deming	1.14	Story Adventures, Suhrie and Gee	.76
Stories of Great Americans for Little Americans, Eggleston	.56	The Adventures of Buster Bear, Burgess	.54
Fifty Famous Stories Retold, Baldwin	.52	The Blue Bird for Children, Maeterlink	.83
Stories of American Pioneers, Heard-King	.72	English Fairy Tales, Jacobs	1.26
*Little Girl of Long Ago, White	Houghton	The Happy Prince and Other Fairy Tales, Wilde	1.30
*Tales from Far and Near, Terry	Row	Granny's Wonderful Chair, Browne	.75
III. Geography and Travel:		In the Days of Giants, Brown	.72
Read any 3.		Fanton Farm, Krapp	.79
Japanese Twins, Perkins	.79	A Dog of Flanders, Ramee	.47
First Lessons in Geography, Knowlton	.86	The Wee Scotch Piper, Brandeis	.51
Around the World, Book II, Carroll	.76	Swift Eagle of the Rio Grande, De Huff	.88
Around the World with the Children, Carpenter	.67	Oregon Chief, Hudspeth	.72
Belgian Twins, Perkins	.79	The Little Swiss Wood Carver, Brandeis	.51
Children of Many Lands, Book I, Fairgrieve-Young	.65	*Golden Staircase, Chisholm-Putnam	
Geography for Beginners, Book I, Shepherd	.83	II. History and Biography:	
Geography for Beginners, Book II, Shepherd	1.10	Read any 4.	
How We are Clothed, Chamberlain	.79	American Hero Stories, Tappan	.83
How We are Fed, Chamberlain	.79	American Explorers, Gordy	.72
Seven Little Sisters, Andrews	.58	American History Stories for Young Readers, Tappan	.72
Wretched Fien, A Chinese Boy	.51	Camp and Trail in Early American History, Dickson	.72
Dutch Twins, Perkins	.79	Child's Book of American History, Blaisdell & Ball	.77
Old Mother West Wind, Burgess	.67	Heroes of the Nations, Alshouse	.72
Little World Children, Seantlebury	.65	History Reader for the Elementary Schools, Revised, Wilson	.85
IV. Nature, Science and Invention:		Indian Lodge Fire Stories, Linderman	.65
Read any 4.		Pioneers of the Deep, Gravatt	.80
Animal Land Children, Flora	.65	Viking Tales, Hall	.61
At the Zoo, Lewis	.68	Stories of American Pioneers, Heard-King	.72
Book of Nature Myths, Holbrook	.61	Old Greek Stories, Baldwin	.56
Grasshopper Green's Garden, Schwartz	.77	Indian Folk Tales, Nixon-Roulet	.52
Journeys to Health Land, Andreas	.65	Winnebago Stories, LaMere-Shinn	.83
Mother West Wind's Animal Friends, Burgess	.67	Pilgrim Stories, Humphrey	.70
Nature Study for Boys and Girls Book III, Craig	.58	History Stories for Primary Grades, Mo. Ed., Wayland	.72
Our Bird Book, Webb	1.25	*Annetje and Her Family, Leetch-Lothrop	
Our Birds and Their Nestlings, Walker	.70	*Tommy Tucker on a Plantation, Leetch-Lothrop	
In the Open Air, Dorland	.97	*The True Story of Benjamin Franklin, Brooks, Lothrop	
In Field and Pasture, Dutton	.56	*Stories of William Tell, Marshall-Dutton	
Jack O'Health and Peg O'Joy, Herben	.41	III. Geography and Travel:	
Nature Stories for Children—Autumn, Gordon—Hall	.72	Read any 3.	
Nature Stories for Children—Spring, Gordon and Hall	.72	Little People of the Snow, Muller	.51
By the Roadside, Dunn and Troxell	.70	Little Folks of Many Lands, Chance	.58
In Field and Forest, Dunn and Troxell	.74	Japanese Fairy Tales, Book II, Williston	.83
The First Book of Birds, Miller	.83	How We Are Sheltered, Chamberlin	.79
Chats in the Zoo, Weimer—Jones	.61	How We Travel, Chamberlin	.79
V. Art, Music, Civics, Morals, Customs:		The Houses We Live In, Carpenter	.74
Read any 1.		Holland Stories, Smith	.74
Music Appreciation Reader, Grade III, Kinacella	.72	Eskimo Legends, Snell	.77
Stories Pictures Tell, Book III, Carpenter	.61	Eskimo Stories, Smith	.50
Why We Celebrate Our Holidays, Curtis	.72	Children of Other Lands, Allen & Robinson	.50
Bible Story Reader, Grade III	.83	Child Life in Other Lands, Perdue	.79
Brownie's Health Book, Moulton	.72	Betty in Canada, McDonald	.82
Great Pictures and Their Stories, Book III, Lester	.72	Barbara's Philippine Journey, Burks	.90
New Stories (Community Life), Hardy	.70	Paz and Pablo, Mitchell	.72
Nixie Bunny in Manners Land, Sindelar	.65	Japanese Twins, Perkins	.79
Nixie Bunny in Workaday Land, Sindelar	.65	The Little Swiss Wood Carver, Brandeis	.51
Granny's Wonderful Chair, Brown	.75	IV. Nature, Science, Invention:	
GRADE IV		Read any 3.	
I. Literature and Fiction:		Animal Pets from Near and Far	.65
Read any 5.		Aunt Martha's Corner Cupboard, Kirby	.62
Alice's Adventure in Wonderland, Carroll	.67	First Book of Birds, Miller	.83
Best Stories, Hardy	.78	First Lessons in Nature Study, Patch	1.01
Early Candlelight Stories, Shetter	.74	Foods We Eat, Carpenter & Carpenter	.67
Green Fairy Book, Lang	1.36	Merry Animal Tales, Bigham	.77
Hawthorne's Wonder Book	.50	Nature Study for Boys and Girls, Book IV, Craig	.58
Jorli, Spyri	.52	Once Upon a Time Animal Stories, Bailey	.60
Just So Stories, Kipling	2.02	Tanglewood Animals, Flora	.65
Pinocchio, Collodi	.79	Wilderness Babies, Schwartz	.77
Poetry Book IV, Huber, Bruner, Curry	.93	Lobo, Rag and Vixen, Seten	.65
Posy Ring, Wiggins & Smith	.90	Forest, Field and Stream Stories, Bailey	.51
Really Truly Fairy Tales, Benson	.51	Book of Nature Myths, Holbrook	.61
Robinson Crusoe Reader, Cowles	.45	Real Nature Stories, Denton	.72
That's Why Stories, Bryce	.68	Insect Ways, Weed	1.22
Uncle Davy's Children, Daulton	.72	Stories of Bird Life, Pearson	.90
		*Little Sea-Folk Gaylord, Little	

V. Art, Music, Civics, Morals:

Read any 1.

Music Appreciation Reader, Grade IV,	
Kinscella	.79
Stories Pictures Tell, Book III, Carpenter	.61
Courtesy Book, Dunlea	.70
I Am An American, Bryant	.79
Old Testament Stories, Grover	.82
Atlantic Reader, Book I, Understanding	
Prince	.82
Great Pictures and their Stories, Book IV,	
Lester	.80
Why We Celebrate Our Holidays, Curtis	.72
*High Days and Holidays, Adams-McCarrick—	
Dutton	

GRADE V

I. Literature and Fiction:

Read any 5.

Aesop's Fables, Weeks	.47
Birds Christmas Carol, Wiggins	.40
Black Beauty, Sewell	.79
Arabian Nights' Entertainments, Johnson	.43
Andersen's Fairy Tales, Stickney	.69
Tanglewood Tales, Hawthorne	.43
The Little Lame Prince, Craik	.47
The Song of Hiawatha, Longfellow	.43
King of the Golden River, Ruskin	.47
Nurnberg Stove, La Ramee	.16
Poetry Book V, Huber, Bruner, Curry	.83
Rab and His Friends, Brown	.40
Swiss Family Robinson, Wyss	1.28
Uncle Zeb and His Friends, Frentz	.72
Whittier's Child Life	.50
Hans Brinker of the Silver Skates, Dodge	.65
Literature for Reading and Memorization,	
Book V, Tucker	.61
Merry Adventures of Robin Hood, Pyle	.68
The Treasure of Belden Place, Cavanah	1.00
Father Time's Gifts, Moore-Wilson	.81
Pinocchio, Collodi	.79
The Story of Naughty Kildee, Marie, Queen	
of Roumania	1.08
Me and Andy, Kelley	1.00

Heidi, Spyri	.76
Water Babies, Kingsley	.61
The Topaz Seal, Heal	1.20
Children of the Pines, Weeks	.83

II. History and Biography:

Read any 5.

American History Story Book, Blaisdell—	
Ball	.77
Boys and Girls in American History, Blais-	
dell-Ball	.72
Boys of the Ages, Seales	.65
Calvert of Maryland, Otis	.49
Colonial Days, Gordy	.72
Community Life Today and In Colonial	
Times, Beeby	.88
Daniel Boone and the Wilderness Road,	
Bruce	1.57
Davy Crockett, Sprague	.90
Everyday Life in the Colonies, Stone-	
Fickett	.67
Following the Frontier, Nida	.83
From Trail to Railway Through the Ap-	
palachians	.72
Home Life in the Colonial Days, Earle	2.26
The Indians Today, Seymour	.84
Stories of Pioneer Life, Bass	.74
American Leaders and Heroes, Gordy	.90
Martha of California, Otis	.49
Antoine of Oregon, Otis	.49
Log Cabin Days, Blaisdell	.72
Mary of Plymouth, Otis	.49
Peter of New Amsterdam, Otis	.49
The Puritan Twins, Perkins	.79
Richard of Jamestown, Otis	.49
Ruth of Boston, Otis	.49
Story of Lewis and Clark, Kingsley	.49
Work and Play in Colonial Days, Mac	
Elroy	.72
American Hero Stories, Tappan	.83
Early Candlelight Stories, Skeiter	.74
Boys and Girls of Colonial Days, Bailey	.57
Boys and Girls of Modern Days, Bailey	.57

*Number Stories of Long Ago, Smith—Ginn

The New World Book Encyclopedia

**Represents an Outstanding Achievement
in American Book Making.**

It brings to you the valuable features which have made previous editions so popular and in addition, new features never before made available in any encyclopedia.

Ten years of time and more than one million dollars in money have been spent in its development.

Twelve volumes; Over 10,000 pages. More than 14,000 illustrations. 288 pages of maps.

New in Every Respect

Newly written; new type; new plates; new pictures; new bindings; new political and physical map of every state; modern and comprehensive. The day you buy it—it is the most up to date encyclopedia in print.

An extra "Guide" volume, a key to World Knowledge, is free to purchasers of this edition. It classifies and organizes all human knowledge with actual page references.

A sales person wanted in every Community.

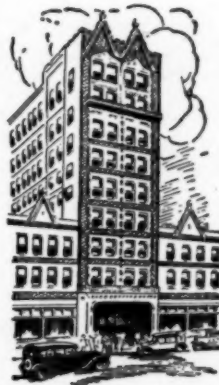
Roach-Fowler Company

1020 McGee St. Kansas City, Mo.

HOTEL BRAY

1114 BALTIMORE AVE.

KANSAS CITY, MO.



-O-
Located In The
Retail Shopping
And Theater
District.

-O-
Make Your
Convention
Reservations
Early.

RATES

SINGLE WITH BATH ---\$1.50—\$2.00 & \$2.50
DOUBLE WITH BATH ---\$1.25—\$1.50 & \$2.00

For Each Person.

III. Geography and Travel:

Read any 4.

Alaska, The American Northland, Gilman	1.26
Alaska and Canada, Kern	.57
Canadian Wonder Tales, Logie	.64
Continents and Their People, North America, Chamberlin	.86
Great Cities of the United States, Southworth	.97
Great American Industries, Farm Animals, Nida	.57
Great American Industries, Minerals, Rocheleau	.57
Great American Industries, Products of the Soil	.57
Great American Industries, Manufactures, Rocheleau	.57
Great American Industries, Transportation, Rocheleau	.57
Representative Cities of the United States, Hotchkiss	1.01
Our National Parks, Book I, Rolfe	1.00
The Land of the Pilgrims, Thompson	.88
Sentinels of the Sea, Owen	.58
Kak, the Copper Eskimo, Stefansson	1.08
*Traveling Shops; Stories of Chinese Children, Rowe—Macmillan	
*Czechoslovakia, Schott—Macmillan	
Theras and His Town, Snedeker—Double-day	1.62

IV. Nature, Science and Invention:

Read any 2.

Bird Stories, Patch	.77
Clothes We Wear, Carpenter	.70
Nature Study for Boys and Girls, 5th Grade, Craig	.59
Our Bird Friends and Foes	.72
Our Winter Birds, Chapman	.72
Wild Animals I Have Known, Seton	2.26
Insect Adventures, Fabre	1.15
An Alphabet of Aviation, Jones	1.80
Nature Story Hours, Brown-Waterbury	.69
Stories in Trees, Curtis	.79
The Wonders of the Jungle, Book I, Ghosh	.88
Stories of Luther Burbank and His Plant School	.79
*Southern Woodland Trees, Berry—World Book Company	

V. Art, Music, Civics, Morals:

Read any 2.

Heart of a Boy, D'Amicis	.74
Everyday Manners, Wilson	.72
Bible Stories, Vol. I, Moulton	.72
Atlantic Reader, Book II, High & Far, Condon	.82
Stories Pictures Tell, Book V, Carpenter	.70
Great Pictures and their Stories, Book V, Lester	.80
Music Appreciation Reader, Book V.	.88
Boys of the Bible, Snyder	.47
Girls of the Bible, Snyder and Trout	.47
*Book of Art for Young People, Conway-Conway—Macmillan	

GRADE VI

I. Literature and Fiction:

Read any 6.

Robinson Crusoe, Defoe	.61
Rip Van Winkle, Irving	.47
Heidi, Spyri	.76
A Dog of Flanders, Ramee	.47
Jungle Book, Kipling	.92
Legend of Sleepy Hollow, Irving	.47
Five Little Peppers and How They Grew, Sidney	.48
Moni, the Goat Boy, Spyri	.59
Pappina, A Little Italian Girl, Davis	.51
Pal O'Mine, King of the Turf, Hawks	1.44
Poetry Book VI, Huber, Bruner, Curry	.83
Some Merry Adventures of Robin Hood, Pyle	.68
Literature for Reading and Memorization, Book VI, Tucker	.61
Gulliver's Travels, Swift	.50
King Arthur and His Knights, Pyle	3.16
Hiawatha, Longfellow	.48
Little Women, Alcott	.77
Bird's Christmas Carol, Wiggins	.40
Katrinka, Story of a Russian Child, Haskell	1.82
Little Men, Alcott	.82
Skip-Come-A-Lou, Darby	1.11

Timothy's Quest, Wiggins	1.44
Biography of a Grizzly, Seton	1.62
Under the Lilacs, Alcott	1.35
Swiss Family Robinson, Wyss	1.28
The Prince and the Pauper, Mark Twain	.92
Pinocchio's Visit to America, Patri	.58
Water Babies, Kingsley	.61
The Wind in the Willows, Grahame	2.26

*Girls of Long Ago, Peters—Crowell

II. History and Biography:

Read any 5.

American Heroes from History, McFee	.57
American Inventions and Inventors, Mowry	.86
Benjamin of Ohio, Otis	.49
Brief Biographies from American History, Turpin	.81
Days and Deeds One Hundred Years Ago, Stone-Fickett	.67
Four American Inventors, Perry	.60
Hannah of Kentucky, Otis	.49
How Our Grandfathers Lived, Hart	.97
Pioneers of the Rockies and the West, McMurry	.79
Seth of Colorado, Otis	.49
Stories of Missouri, Musick	.70
The Texas Ranger, Gillette-Driggs	1.08
Famous Men of Modern Times, Haaron-Poland	.67
Autobiography of Benjamin Franklin, Montgomery	.72
Florence Nightingale, Richards	1.75
The White Indian Boy, Wilson and Driggs	1.08
When They Were Girls, Moore	.61
When They Were Boys, Reed	.62
Daniel Boone of the Wilderness Road, Bruce	1.57
Early Men of Science, Nida and Nida	.81
Pioneers of the Air, Gravatt	.80
Boys and Girls of Colonial Days, Bailey	.57
Boys and Girls of Discovery Days, Bailey	.57
Boys and Girls of Pioneer Days, Bailey	.57
Stories of Early Times in the Great West, Bass	.86
Abraham Lincoln for Boys and Girls	.40
Daniel Boone, Gulliver	.90
Missouri, Our State of, Walker, Hardaway	.72
Stories of Missouri, Musick	.70
*Discovery of the Old Northwest and Its Settlement by the French, Baldwin, American Book	

III. Geography and Travel:

Read any 5.

Geographical Reader of Missouri, Bratton	.72
Geographical Reader, Africa, Carpenter	.92
Geographical Reader, South America, Carpenter	.92
Stories of the Great West, Roosevelt	1.42
South America, Fairbanks	1.80
Aviation Stories, Thomson	.92
Sky Travel, Romer and Romer	1.35
Panama and its Bridge of Water, Nida	.83
Panama and the Canal, Hall and Chester	1.02
The Wonders of the Jungle, Book II, Ghosh	.88
Billy and Jane, Explorers, Books I and II, Speed	.60

IV. Nature, Science and Invention:

Read any 2.

Birds and Bees, Burroughs	.25
Burgess Animal Book	2.70
Burgess Bird Book	2.70
Burgess Flower Book	2.71
Nature Study for Boys and Girls, 6th Grade, Craig	.67
Our Insect Friends and Foes	.72
Stories of Luther Burbank and His Plant School	.79
Open Doors to Science, Caldwell and Meier	.90
Nature Secrets, Chambers—Atlantic	.72
*Plants and their Children, Dana—American Book	
*Three Young Crows and Other Bird Stories, Baynes—Macmillan	
*Seashore Book for Children, Burgess—Little	
First Book of Birds, Miller—Houghton	.83

V. Art, Music, Civics, Morals:

Read any 2.

Spirit of America, Patri	1.12
Music Stories for Boys and Girls, Cross	.65
Atlantic Reader, Book II, High and Far	.82

Stories Pictures Tell, Book 6, Carpenter	.74
Studies in Conduct, Book II, Hague, Chalmers, Kelly	.85
Great Pictures and their Stories, Book VI, Lester	.80
Music Appreciation Reader, Book VI, Kinscella	.96
Jimmie and the Junior Safety Council, Boothe	1.08
Music Stories for Girls and Boys, Cross-Ginn	.65
*Book of Art for Young People, Conway-Conway—Macmillan	

GRADE VII

I. Literature and Fiction:

Read any 6	
Hoosier School Boy, Eggleston	.65
Hans Brinker of the Silver Skates, Dodge	.65
Treasure Island, Stevenson	.45
Huckleberry Finn, Mark Twain	.92
Adventures of Tom Sawyer, Mark Twain	.92
The Man Without a Country, Hale	.40
Call of the Wild, London	.43
Rebecca of Sunnybrook Farm, Wiggin	.72
The Ancient Mariner, Coleridge	.42
Betty Jane of the House of Smiles, Barrett	.96
Courtship of Miles Standish, Longfellow	.40
Enoch Arden, Tennyson	.40
Green Mountain Boys, Thompson	1.11
Odyssey for Boys and Girls, Church	1.57
Being a Boy, Warner	.50
The Old Curiosity Shop, Dickens	.65
Oliver Twist, Dickens	.43
Patsy's Brother	1.42
The Poetry Book, Grade 7, Huber, Bruner, Curry	.92
The Red Badge of Courage, Crane	.91
Tales from Shakespeare, Lamb	.74
Tales from the White Hills, Hawthorne	.40
Legend of Sleepy Hollow, Irving	.47
Mrs. Wiggs of the Cabbage Patch, Rice	.92
Emmy Lou, Martin	.75
Daddy Longlegs, Webster	.75
Rip Van Winkle, Irving	.47
The Last of the Mohicans, Cooper	.61
Snowbound, Whittier	.40

Smoky, The Story of a Cow Pony, James	.90
Dan's Boy, Cobb	1.08
Kidnapped, Stevenson	.82
Three Boy Scouts in Africa, Douglas-Martin-Oliver	1.26

*In the Swiss Mountains, Spyri—Crowell

*Boys and Girls of the Alps, Spyri—Crowell

II. History and Biography:

Read any 5.

The Boy's Parkman, Hasbrouck	.86
Childhood of Greece, Lamprey	.72
Childhood of Rome, Lamprey	.72
Long Ago in Egypt, L. Lamprey	.72
Long Ago People, L. Lamprey	.72
Men of Iron, Pyle	.85
When Knights Were Bold, Tappan	2.91
Our Nation's Heritage, Hallock-Frantz	1.03
Our Ancestors in Europe, Hall	1.08
The Light Bearers, Stories of Old Greece, Dunbar	.74
Little People of Japan, Muller	.51
The Lone Scout of the Sky, West	.90
Boy's Life of Edison, Meadowcroft	.92
Making of An American, Riis	.72
Men of Old Greece, Hall	.82
Story of Old Europe and Young America, Mace-Tanner	1.15
What the Old World Gave the New, Southworth	.86
Child's Book of American Biography, Stimpson	.86
Boy's Life of Theodore Roosevelt, Hagedorn	.92
In the Days of Queen Elizabeth, Tappan	1.05
*Pioneer Heroes, McSpadden, Crowell	
*The Maid of Orleans, Smith, Crowell	
*Story-Lives of Master Musicians, Brower—Stokes	

III. Geography and Travel:

Read any 5.

The Swiss Twins, Perkins	.79
Stories of Our Mother Earth, Fairbanks	.60
Resources and Industries of the United States, Fisher	.86
Little Journey Series, France and Switzerland, George	.57

Big New Catalog of BAND AND ORCHESTRA INSTRUMENTS

with
Professional Prices
Free!!
Write Today!

Write us regarding
new or used instru-
ments, supplies,
music, methods;
everything used by
the modern School
Band and Orchestra.

Your old instruments can be renewed in
our shop or turned in at liberal allow-
ances on new equipment.

Special
proposition
to teachers
and schools.



Free subscrip-
tion to musical
magazine on
request.

CHARLES CRAWFORD COMPANY
1012-D McGee St.
Kansas City, Missouri

Maps for Every Class In Geography

Prepared under the direction of
DR. DOUGLAS C. RIDGLEY

The Ridgley Series contains more than
400 different maps in the 1c size, and
many in the 2c and 15c size.

Size 8x10 1/2 inches... 1c each
" 10 1/2 x 15 " ... 2c each
" 21x32 " ... 15c each

There is a discount on orders of 100 or
more maps of any size. Postage is
extra. The Ridgley maps may be pur-
chased in any desired assortment.

Write today for our map catalog

McKNIGHT & McKNIGHT, Publishers
Bloomington, Illinois

In Sunny Spain, Bates	1.82	In the Days of Queen Elizabeth, Tappan	1.08
Hans and Hilda in Holland, Smith	.51	Boys' Life of Roosevelt, Hagedorn	.92
Geographical and Industrial Readers, Africa, Allen	1.01	The Dawn of American History, Nida	1.15
Geographical and Industrial Readers, Asia, Allen	.90	Heroes of Progress, Tappan	.79
Geographical and Industrial Readers, Europe, Allen	.90	Boys' Life of Mark Twain, Paine	.92
Europe and Asia, Barrows-Parker	1.33	Four American Pioneers, Perry-Beebe	.60
Europe, Fairbanks	1.80	Pathbreakers from River to Ocean, Hebard	.83
At School in the Promised Land, Antin	.40	Ox-Team Days on Oregon Trail	1.08
The Land of Evangeline, Thompson	.88	Romance of the Civil War, Hart	1.01
From Trail to Railway through the Appalachians, Brigham-Ginn	.72	The Colonial Twins of Virginia, Perkins	.79
*China, Frank-Owen		An Army Boy of the Sixties, Ostrander	1.08
*The Japanese Empire, Frank-Owen		Boyhood of a Naturalist, Muir	.40
*Mexico and Central America, Frank-Owen		Girls Who Became Famous, Bolton	1.92
IV. Nature and Science:		*Allison Blair, Crownfield-Dutton	
Read any 3.		*The Gauntlet of Dunmore, Dunmore-Macmillan	
Adventures of a Grain of Dust, Hawsworth	1.08	***WE", Lindbergh-Grosset	
Stories of Useful Inventions, Farman	.82	III. Geography and Travel:	
The Training of Wild Animals, Bostick	1.42	Read any 5.	
Elementary Study of Insects, Haseman	.83	Geographical and Industrial Readers, South America, Allen	.90
Science of Things About Us, Rush	.86	Geographical and Industrial Readers, United States, Allen	.83
Boy's Own Book of Great Inventions, Darrow	1.80	Geographical and Industrial Readers, North America, Allen	.90
*Nature's Craftsmen, McFee-Crowell		Great Rivers of the World, Dakin	.86
*How to Know the Wild Flowers, Dana-Scribner		In the North Woods of Maine, Thomas	.79
*Bird Neighbors, Blanchan-Doubleday		Larry of the North Woods	1.42
*Bird-Life, Chapman-Anpleton		Little Journey Series, Hawaii and the Philippines, George	.57
V. Art, Music, Civics, Morals:		Little Journey Series, Mexico and Central America, George	.57
Read any 3.		Panama and Its Bridge of Water, Nida	.83
The Young Citizens, Dole	.70	Resources and Industries of the United States, Fisher	.86
Stories Pictures Tell, Book VII, Carpenter	.79	*A Boy's-eye view of the Arctic, Rawson-Macmillan	
Atlantic Readers, Book IV, Great Conquest	.82	*David Goes to Greenland, Putnam-Putnam	
Great Pictures and Their Stories, Book VII, Lester	.80	*The Life of Robert E. Lee for Boys and Girls, Hamilton-Hamilton-Houghton	
Studies in Conduct, Book II, Hague, Chalmers, Kelly	.85	IV. Nature and Science:	
Good Citizenship, Richman-Wallack	.60	Read any 5.	
*The Boy's Own Book of Politics for Uncle Sam's Young Voters, Shepherd-Macmillan		The Century of Invention, Stone and Fickett	.67
GRADE VIII		Wild Animals I have Known, Seton	2.26
I. Literature and Fiction:		Best Dog Stories, Watkins & Reynolds	.92
Read any 6.		Boyhood of a Naturalist, Muir	.40
Black Arrow, Stevenson	.54	Open Door to Science, Caldwell-Meier	.90
The Oregon Trail, Parkman	.65	Our Animal Friends and Foes	.72
The Talisman, Scott	.43	Trees, Stars and Birds, Mosely	1.62
Ivanhoe, Scott	.50	Wilderness Adventures, Underwood	.65
Captains Courageous, Kipling	.92	Stories of Useful Inventions, Forman	.82
Prince and Pauper, Mark Twain	.92	The Training of Wild Animals, Bostick	1.42
David Copperfield, Dickens	.72	Prove It Yourself, Gordon	1.19
Oliver Twist, Dickens	.43	Year Out of Doors, Sharp	.47
Tale of Two Cities, Dickens	.50	*Little Tales of Common Things, McFee-Crowell	
Crocket on the Hearth, Dickens	.45	*Everyday Mysteries: Secrets of Science in the Homes, Abbott-Macmillan	
The Three Musketeers, Dumas	1.60	*Model Airplanes, Allen-Stokes	
The Poetry Book, Book VIII, Huber, Bruner		V. Art, Music, Civics, Morals:	
Curry	.92	Read any 3.	
Required Poems, Book IV	.62	A Dutch Boy Fifty Years After, Bok	.72
Stickeen, Muir	.40	Stories Pictures Tell, Book VI, Carpenter	.74
The Great Stone Face, Hawthorne	.40	Stories Pictures Tell, Book VII, Carpenter	.79
Tanglewood Tales, Hawthorne	.43	Stories Pictures Tell, Book VIII, Carpenter	.83
The Call of the Wild, London	.43	Atlantic Reader Book, Book V, Outward Bound	.82
Two Years Before the Mast, Dana	.70	Americanization of Edward Bok, Bok	.90
Moby Dick, Melville	.79	The Pilgrim's Progress, Bunyan	.54
The Vision of Sir Launfal, Lowell	.40	Picture Studies from Great Artists, Williams	.96
The Little Shepherd of Kingdom Come, Fox	.75	Old Testament Narratives, Baldwin	.45
Lad, a Dog, Terhune	2.00	From Then Till Now, Schwartz	1.08
The Boy's Ben Hur, Wallace	1.62	Studies in Conduct, Book III, Hague, Chalmers, Kelly	.99
The Deerslayer, Cooper	.43	Great Pictures and their Stories, Book 8, Lester	.80
Anne of Green Gables, Montgomery	2.00	Great Pictures and their Stories, Book 9, Lester	.91
*Bambi, Salten-Simon and Schuster		The Making of an American, Riis	.72
*Opening The Iron Trail, Sabin, Crowell		Boy Scouts of America, Official Handbook for Boys	.50
*Penrod, Tarkington-Doubleday		The Other Wise Man, Van Dyke	.62
*The Wolf Patrol, Finnemore-Macmillan		Classic Myths in English Literature and Art, Gayley	1.73
*Orpheus With His Lute, Hutchinson-Longmans		The Ten Dreams of Zach Peters, Hagedorn	.79
Christmas Carol, Dickens-Putnam	.45	The Pathfinder, Evans	1.08
*The Alhambra, Irving-Macmillan		*Promised Land, Antin, Houghton	
*Gay-Neck; the Story of a Pigeon, Mukerji-Dutton			
*Trade Wind, Meigs-Little			
*Pearl Lagoon, Nordhoff-Atlantic			
*With the Indians in the Rockies, Schultz-Houghton			
*Rain on the Roof, Meigs-Macmillan			
II. History and Biography:			
Read any 5.			
The Story of My Life, Helen Keller	.50		
Florence Nightingale, Richards	1.75		

LET St. Louis Carry Out Its Great River Front Development Program!

St. Louis wants to improve and beautify its Central river front, by widening and double-decking Third Street, which will convert a blighted district, now an eyesore, into a beauty spot of which all Missouri will be proud.

PROPOSITION NO. 6 ALMOST INDISPENSABLE TO THE EARLY AND SUCCESSFUL COMPLETION OF THE PROGRAM.

The St. Louis City Charter now provides for marginal condemnation, but the city cannot exercise this authority unless the enabling Constitutional Amendment is adopted. New York, Massachusetts, Ohio, Michigan, Wisconsin and California possess similar Constitutional provisions.

NO INCREASE IN TAXES

PROPOSITION 6

On the Constitutional Amendment Ballot—Nov. 4th

CITIZENS' COMMITTEE FAVORING PROPOSITION NO. 6

State Headquarters—208 No. Broadway, St. Louis

Luther Ely Smith, Chairman

Placed Upon the Ballot by 60,562 Missouri Voters

VOTE
YES

SCRATCH
NO

Safety Programs and Activities

By Florence S. Hyde
and Ruth C. Slown

A comprehensive array of factual material and practical suggestions gathered from authoritative but widely scattered sources, so arranged that it affords easy selection by teacher or pupil for programs to meet varied situations and needs of different age groups in all types of schools—city, town and country. There are 37 complete programs, which include: discussion outlines with pertinent information, appropriate songs, yells, slogans, rhymes, games and stories, and first-aid measures touching every phase of safety education.

Cloth, 200 pages with 20 illustrations. Price, \$1.25, postpaid.

New Posters to Color

Each of the following four sets contains 12 pictures, size 8½x11, printed on fine heavy white drawing paper and put up in a kraft paper envelope, printed in two colors, with full directions for coloring. Children of all ages will delight in them.



Health Posters to Color. Set No. 560, 25c; Safety First Posters to Color, Set No. 561, 25c; Courtesy Posters to Color, Set No. 562, 25c; Good Citizenship Posters to Color, Set No. 563, 25c. New 1931 Catalog of Books and School Materials mailed free upon request.

BECKLEY-CARDY COMPANY
Dept. 14B
17 E. 23rd St., Chicago

Where Science and Schoolroom Meet

NEWSON READERS

NEWSON READERS combine scientific investigation with recent schoolroom practice. Illustrations, mechanical make-up, word list, repetition, and pupil load have been determined by the best authorities. All material has been tested in the public schools. Theory and practice have determined the making of the series. NEWSON READERS, for basal purposes, have no superiors, and will sell the idea of reading to pupils.

PRIMARY UNIT

PLAYTIME THE OPEN DOOR
GOOD TIMES STORYLAND
MY OWN BOOK (Seatwork for Primer)
MY GOOD TIMES BOOK (Seatwork for First Reader)

INTERMEDIATE UNIT

BOOK FRIENDS, BOOK ADVENTURES, BOOK WORLD
NEWSON READERS develop interest, correct study habits, as well as independence in reading.

NEWSON AND COMPANY

New York
73 Fifth Ave.

Chicago
2500 Prairie Ave.

MRS. MARY A. BIRCH

A TRIBUTE

FOR TWENTY-EIGHT years the name of Mrs. Mary Alexander Birch was almost a synonym for efficiency in the Eugene Field kindergarten. The work which her death cut short on the 17th of July needed no apologies. She brought to it such rare personal charm, indomitable will, native intelligence, insight into child nature, complete training, and such habits of industry and thoroughness that her success was assured from the beginning.

She was a life-long student in other social fields as well as in education. She read widely in general literature, traveled abroad as well as at home, and habitually associated with thoughtful, cultivated people. Within the last year of her life, she had been to Europe, read several good books, and besides efficiently conducting her own kindergarten, had visited another to study its methods. This is high professionalism.

To those who knew her intimately, she was a most loyal and devoted friend, who gave freely of her wise counsel as well as sparkling, intelligent conversation. She was trained in and for good society, and when released from the duties of home

making, became a fine example of the highly cultivated woman in the public service.

Fundamental to her work and her social relations she held a clear-cut philosophy of life. She accepted good-humoredly the give and take of human affairs, and without shallow sentimentality or undue pessimism she saw life whole and saw it clearly. With an almost uncanny premonition, she seemed quite definitely to anticipate approaching death as a great adventure. While still apparently in health, she made careful preparations for the distribution of some of her effects among her friends, and almost literally "wrapped the drapery of her couch about her and lay down to pleasant dreams". We shall not soon see her type in the kindergarten again, but we shall cherish the memory of her high efficiency and charming personality.

As an expression of our appreciation, we desire to place this simple tribute on the school records, and to send a copy to her daughter and grandchildren.

Mathilde C. Gecks,

Clara P. Albright,

Lewis M. Dougan, Committee

LIZZIE MOORE FORGOTTEN

J. W. Crabtree,
Washington, D. C.

Secretary, National Education Association

MY FAITH IN the classroom teacher began a few decades before your day. It began when I was seven or eight years old. Lizzie Moore was my teacher. She had a delightful personality. Kindness was written in her face. It showed forth in everything she said or did. She found it necessary on one occasion to keep me after school and to use the switch on me for disobedience. I withstood the tinge of pain bravely enough, but the real punishment came when she laid the switch on the desk and with tears in her eyes said, "You are such a good boy. I don't want you to act that way any more. Won't you please promise me? I just can't stand it to whip. I am almost sick now."

Then is when I joined in the crying act, made promises, swept the floor and said, "Good-bye, Miss Moore", two or three times as I was leaving. After that I was at school early to build the fire and to clean off the blackboard. Two of us gave a third boy a good trouncing later on for talking back to Miss Moore. When I read Bess Streeter Aldrich's, "The Women who was Forgotten", I could not help thinking of beautiful Lizzie Moore. Recently and just fifty years after leaving the old school to go out west, I returned to Scioto County, Ohio, to see the house in which I was born, the school house in which I got my start and the few relatives and friends yet to be found. I inquired about Lizzie Moore. No one knew

what had become of her. She had taught the school only one year but she had given a score of boys and girls in that neighborhood higher ideals. She had filled them with worthy ambitions. She had given a wholesome touch to community life. A wonderful woman—but forgotten.

THE LITTLE CHAP WHO FOLLOWS ME

A careful man I want to be,
A little fellow follows me,
I do not dare to go astray,
For fear he'll go the self-same way.

I cannot once escape his eyes.
Whate'er he sees me do, he tries.
Like me he says he's going to be,
The little chap who follows me.

He thinks that I am good and fine,
Believes in every word of mine.
The base in me he must not see,
That little chap who follows me.

I must remember as I go,
Through summer's suns and winter's snows,
I am building for the years to be,
The little chap who follows me.

—[Selected.]

WINSTON

A GEOGRAPHY FOR GRADE 4



BY
J. RUSSELL SMITH
Professor of Economic Geography
Columbia University

WORLD FOLKS

This geography text, although written in delightful story form, is a real introduction to the more formal study of geography. Take your pupils around the world! Let them see the world, too—for in *World Folks* are 409 illustrations.

Probably you are using *Home Folks*, by Dr. Smith, in Grade Three. Send for illustrated literature describing Dr. Smith's new text, *World Folks*, for use in Grade Four.

THE JOHN C. WINSTON COMPANY
623-633 S. WABASH AVE., CHICAGO
Philadelphia Atlanta Dallas San Francisco

FOR TEXTBOOKS

I wonder whether she ever knew how much her pupils in that district owed to her. I wonder whether she ever knew of anything beyond their devotion to her at the time. She must have known of the appreciation of parents. But I fear she never realized how much she put into the lives of children in that school and in the other schools in which she taught.

DELEGATES TO THE KANSAS City Convention, November 12-15, 1930 must be elected by the various Community Teachers Associations on or before November 1, 1930. When the Delegates are elected the list should be certified to E. M. Carter, Secretary Missouri State Teachers Association, Columbia, Missouri.

The Acid Test

What more exacting test can there be of dictionary leadership than the judgment of the educational world?

Every State that has adopted an unabridged dictionary for use in its schools has chosen exclusively

WEBSTER'S NEW INTERNATIONAL DICTIONARY

The Colleges voted overwhelmingly in favor of Webster as the standard of pronunciation, in answer to questions submitted by the Chicago Woman's Club.

Nearly 100% of all schoolbooks are based on the New International for pronunciation, spelling, compounding, and division of words.

The New International has been universally accepted by those best fitted to judge. It is in accord with the best modern practice. Use it in your own schools.



Write for our free booklets of interesting ways to teach the use of the dictionary.

GET THE BEST

G. & C. MERRIAM COMPANY
SPRINGFIELD, MASS.

NEWS NOTES

SWEET SPRINGS HAS EVERYTHING NEW

Supt. Wm. F. Bower of Sweet Springs is a superintendent who can enjoy the reflection that he has been serving his district long enough to see every article of school equipment and building which he found there ten years ago completely replaced by new material. Desks, laboratory equipment, books and buildings which Mr. Bower found have all been replaced by modern up-to-date material.

The last to disappear and be replaced is the elementary school building which was condemned last year, wrecked and rebuilt at a cost of \$27,000. This building is of the one story type, completely modern and large

enough to amply accommodate the grade school. One feature of the building is an auditorium which will be used not only by the school, but by the townspeople as well, for community and club meetings. This building was ready for occupancy at the opening of the school year, bonds for it having been voted in February by a vote of five to one.

The high school building was completed in 1926 at a cost of \$85,000. The farm shop was built for the vocational agriculture department in 1929. Sweet Springs has developed its vocational agriculture to a high degree and is making it serve not only the pupils taking the work, but the entire school and the community.



Sweet Springs H. S. Bldg.



Farm Shop



New Grade Bldg.

THE UNIVERSAL LANGUAGE

Dreams of an international language have resulted in many attempts to devise a scientific tongue or: to replace the 3000 different languages now in use throughout the world. Such proposed languages include Esperanto, Volapuk, etc. However, none of these suggested mediums of expression has attained more than a minority following throughout the world.

The English language is spoken by the people of Great Britain, including England and most of the colonies, and also, of course, by the people of the United States. Throughout North and South America, and in the Orient, English has grown rapidly in recent years as the accepted language of commerce. There have, it is true, been characteristic differences in the so-called British and American languages; these differences are slight, however, in comparison with the language as a whole.

The world-wide popularity of radio and the growing popularity of the talking motion picture are sweeping away the dialectal and pro-

vincial differences of English speech. English-speaking countries have by far the greatest influence in both radio and "talkies," so that English is making rapid strides toward becoming a world language. It has been predicted, indeed, that this century may see a universal language established, and that this international language will be English.

The English language received its name from England. That country was christened "Angleland" by the Angles, who were, according to Webster's New International Dictionary, "a tribe of Germans from the southeast of Schleswig, in Germany, who settled in Britain and gave it the name of England." The Angles, together with the Saxons (people of Holstein, Germany) and Jutes (tribes of Jutland), invaded and conquered Britain in the 5th century. Old English is therefore known as Anglo-Saxon; it prevailed from the year 450 to about 1150 A. D. Middle English held sway from about 1150 to 1550. Since 1550 the language has been what we now know as Modern English.

TEACHERS COLLEGE AIDS IN SUPER-VISION OF INSTRUCTION

Miss Elizabeth White, who for the past several years has been conducting a very successful and worthwhile experiment for the Teachers College at Maryville and with the rural schools of Nodaway County, has had her work expanded to include Worth, Holt, Gentry and Daviess Counties. In the rural schools of these counties, she will do follow up work for the college, visiting the teachers whom the college has sent out, observing the type of

work each is doing. By these visits, conferences and demonstrations, she will find out what is right and what is wrong, and lend her efforts to improvements and correction. She will work in close cooperation with the county superintendent in each county.

The college is thus endeavoring to continue, in the field, the professional training which it commenced in the classrooms of the college.

DEKALB COUNTY HOLDS ANNUAL DINNER AT MAYSVILLE

Continuing a custom established several years ago the DeKalb County Teachers Association held its annual dinner and mixer meeting at Maysville on the evening of October 4th.

This association has been organized for the past four years and has sponsored various county school activities, among which have been a spelling contest for rural and town schools, a county-wide testing program in algebra, a two-day track and literary field meet, a series of sectional meetings in the county and an annual dinner and mixer meeting. Among the prominent speakers secured for these meetings last year were Supt. F. H. Barbee, of St. Joseph, O. G. Sanford, of the State Department of Education,

Senator Wm. R. Painter, of Carrolton, and Mr. B. M. Little, of Lexington.

This year the officers of the association will conduct a county-wide improvement project in the elementary schools and a series of professional meeting will also be held. Plans for the year were discussed at the recent dinner, but its main purpose was to develop acquaintance, promote good-fellowship and a fraternal spirit among the teachers of DeKalb county.

The officers are, President D. C. Grove, Vice-President Irene White, Sec.-Treasurer Evorie Denny. John W. Edie, County Superintendent of Schools is Chairman of the Program Committee.

Who Selects Your Textbooks?

Regardless of the answer, YOU will be interested in examining

GENERAL BUSINESS SCIENCE

by

Lloyd L. Jones and Lloyd Bertschi

Said by hundreds of teachers and business men to be the outstanding contribution to the field of junior business training literature.

For eighth or ninth grade classes.

Free examination copies will be sent to accredited school executives.

Address our nearest office.

THE GREGG PUBLISHING COMPANY

NEW YORK	BOSTON	TORONTO
CHICAGO	SAN FRANCISCO	LONDON

A plan for schools with limited budgets to acquire fine map equipment.

It is needless to spend money for inferior maps and map equipment, merely because funds at hand are insufficient to buy the best.

We offer a plan whereby schools can, in the course of two or three years, equip themselves completely with the finest maps made, mounted on spring rollers in a choice of several types of map cases—all within the annual budget.

All the popular Rand McNally maps are available by this plan, including:

Goode Political and Physical Maps
New Columbia Political and Physical Maps
Universal Political Maps
Westermann Classical and Historical Maps.

Write today for complete details and free illustrated catalogs of Rand McNally maps and globes.

RAND McNALLY & COMPANY

DEPT. 126K	
536 S. Clark St.	559 Mission St.
CHICAGO	SAN FRANCISCO
270 Madison Ave.	
NEW YORK	

PROGRAM MATERIAL FOR ARMISTICE DAY

A revision of the folder containing program material suggested for the use of schools in the celebration of Armistice and other patriotic holidays, emphasizing world fellowship and peace in place of rivalry and war, has just been completed by the Women's International League. This source list of poems, stories, prose readings including Bible selections and the speeches of famous men, plays and pageants, dances, songs, and topics for talks or essays, was originally prepared by a group of teachers several years ago and has had wide distribution. It now appears with the addition of much new material and may be obtained (single copies free of charge, two cents apiece in quantity) from the Women's International League for Peace and Freedom, Pennsylvania Branch, 1924 Chestnut Street, Philadelphia.

MOST STUDENT ACCIDENTS CHARGED TO HOMES AND HIGHWAYS

Estimates Show 560,000 Injuries and 5300 Deaths Among School Age Groups of Nation Past Year

During the last school year a representative group of 276,400 students had 5,311 accidents, each one serious enough to require a doctor's attention or to cause the pupil to stay out of school at least half a day, according to the student accident reports received by the National Safety Council. Fifty-one of these accidents resulted in death, and the remainder caused a total loss of 17,500 days from school, an average of 3.3 days per accident.

There were about 29,000,000 pupils last year in grade and high schools throughout the United States. If the experience of reporting schools is average (and there is some evidence that it is better than average), there were 560,000 student accidents in this country last year, 5,300 of them causing death. And this during only the 10 months of the school year! The magnitude of the child accident problem certainly calls for action.

But intelligent action must be based on facts. It is of vital importance to know which are the chief hazards and whether children of different ages are affected by these hazards to the same extent. This is the reason for the collection of student accident statistics.

The details of last year's accidents are given in the following table. The rate per 100,000 student-days is given so that differences in the length of the school year and in the grade-by-grade enrollment could be eliminated and accurate comparisons thus made possible. Probably the most outstanding feature is the predominance of home accidents, constituting nearly 32 per cent of the total. These are followed by "other" accidents (including all that occur at places other than at home or at school, and outside school hours, including the time going to or from schools), which total 24 per cent.

Of the school accidents, those happening on school grounds were most numerous, comprising 20 per cent of the total for all types.

These were followed by school buildings accidents (15 per cent), and those occurring on the way to or from school (9 per cent). This distribution does not hold for the high school grades, however, where "other" accidents are most numerous and school buildings accidents second in frequency.

THE ANNUAL CONTEST OF SCHOOL ANNUALS

The Contest which includes annuals of high schools, junior high schools, and colleges, each in its own group will be held as usual this year as a feature of the Department of Fine Arts of the Missouri State Teachers Association at its convention in Kansas City.

Application blanks for entering this contest can be secured from Miss Flora A. Wright, Chairman of the School Annual Contest Committee, 6002, Rockhill Rd., Kansas City, Missouri.

The annuals must be in the hands of the Committee before November first.

PROPOSED CONSTITUTIONAL AMENDMENTS TO THE CONSTITUTION AND BY-LAWS OF THE MISSOURI STATE TEACHERS ASSOCIATION

Amendment No. 1

Amend Article XV—Amendments, by striking out the word "twenty-four" and substituting therefor the word "two", so that, when amended, Article XV shall read as follows:

"Article XV—Amendments

"This Constitution may be altered or amended at any regular meeting of the Assembly of Delegates by a majority vote of the delegates present and voting; but any proposed change must be submitted in writing to the Secretary-Treasurer of this Association at least sixty days before the Annual Meeting; must be brought before the Community Associations for consideration by publication in the official organ of this Association; must be published in the Annual Program; and must be read before the Assembly of Delegates at least two hours before it is acted upon.

"This Constitution may also be amended by the Initiative and Referendum, as described in Article 12, Section 2, provided that the proposed amendment be submitted to the Secretary at least sixty (60) days before it is voted on, and be published in the official organ of the Association thirty (30) days before being voted on."

Amendment No. 2

Amend Section 3, Article VII—Delegates, by adding to said section the following: "In 1931, fifty per cent of the delegates from each Community Association shall be elected for a period of one year and fifty per cent for a period of two years; thereafter, fifty per cent of the delegates from each Community Association shall be elected each year for a period of two years;" so that, when amended, said Section 3 will read:

"Section 3. Delegates of the Community Teachers' Association shall be elected at any meeting held between August 1 and November 1. In 1931, fifty per cent of the delegates from each Community Teachers Association shall be elected for a period of one year and fifty per cent for a period of two years; thereafter, fifty per cent of the delegates from each Community Teachers Association shall be elected each year for a period of two years."

Amendment No. 3

Amend Section 1, Article XI—Dues, by striking out the words and figures "twenty dollars (\$20.00)" and inserting in lieu thereof "forty dollars (\$40.00)", and by striking out the last sentence of said Section 3, to-wit: "Life memberships existing at the time of the adoption of this section shall not include subscription to the official organ of the Association, except that by payment of ten dollars (\$10.00) additional such membership shall include life subscription to such official publication;" so that, when amended, Section 1, Article XI, will read as follows:

"Section 1. The annual membership dues of this Association shall be two dollars (\$2.00) and shall include subscription for the year to the official publication of the Association. Life membership dues shall be forty dollars (\$40.00) and shall include life subscription to the official publication. The receipts from life memberships shall be invested by the Executive Committee and the interest only shall be used."

LOANS

UP TO \$300⁰⁰

Made By Mail

Needed funds can be obtained easily, quickly and confidentially through this unique "Borrow By Mail" plan. All details arranged right within the privacy of your own home, without the knowledge of friends, relatives or school authorities. Your own signature is all that is required. You pay only 2½% interest per month on the unpaid balance. Mail coupon TODAY for free booklet.

STATE FINANCE COMPANY,

215 So. Surety Bldg.,

Des Moines, Iowa.

Please send me FREE booklet "How To Borrow By Mail"—without obligation.

Name

Address

City

All Correspondence Confidential

INDEX TO ADVERTISERS.

American Book Company	447
American Educational Press, Inc.	405
American National Life Insurance Co. ..	402
Beckley Cardy Co.	457
Central Missouri State Teachers College	Third cover
Charles Crawford Company	455
Collegiate Cap and Gown Co.	464
Diamond Brothers	439
Emery, Bird, Thayer	437
Flanagan Co., A.	443
Gem City Business College	464
Ginn and Company	435
Great Northern Hotel	464
Gregg Publishing Company	461
Hall & McCreary	401
Harzfeld's	406
Heath and Company, D. C.	404
Hoover Brothers, Incorporated	464
Hotel Bray	453
Household Finance Corporation	404

Jensen, A. V.	464
Kansas City Power & Light Co.	441
Laidlaw Brothers	445
Leacock Sporting Goods Company	451
Little, Brown & Company	404
Macmillan Company, The	405
McKnight & McKnight	455
Merriam Company, G. & C.	459
Missouri Pacific Lines	403
Newson & Company	457
Northeast Missouri State Teachers College	Third cover
Northwest Missouri State Teachers College	Third cover
Nystrom & Co., A. J.	464
Proposition No. 6	457
Pupils Reading Circle	Fourth cover
Rand McNally & Company	461
Raymond Youmans Pub. Co.	464
Roach-Fowler Publishing Co.	453
Scribner's Sons, Chas.	449

Southeast Missouri State Teachers College	Third cover
Southwest Missouri State Teachers College	Third cover
Specialists' Educational Bureau	464
State Finance Company	463
Victor Talking Machine Company	433
Winston Company, The John C.	459

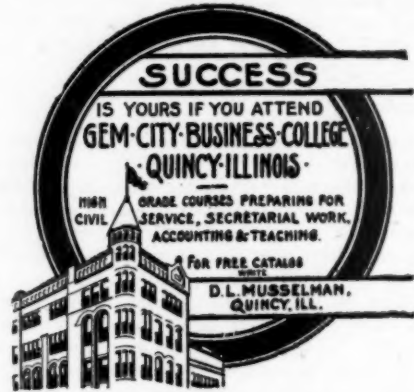
PROBLEMS IN PUBLIC SCHOOL ADMINISTRATION, Weber, Oscar F., a plan and work book for public school administrators. The Century Co., 1930.


PROBLEMS IN PUBLIC SCHOOL ADMINISTRATION will interest superintendents in the field as well as students in training. The topics considered are carefully selected and adequately treated for a general course in school administration. Certain topics, such as planning buildings, are not included.

The plan of the book is to present in each chapter quite complete generalizations and

discussions and a bibliography as well as a number of carefully selected problems. Very valuable information is included in the discussions. The bibliographies are well selected and will guide the student in his study of the problems presented.

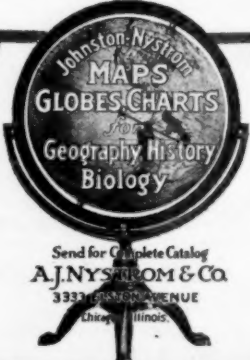
W. W. Carpenter.





SCHOOL CARNIVAL SUPPLIES
Twelve school carnival books.
New and novel lines of supplies.
Practical and needed accessories.
FREE CATALOG.
Pay After Your Carnival!
Most Unused Items Returnable!
ALBERT V. JENSEN
Dept. A.
Box 7 Highland Park Station, Des Moines, Iowa

THE RAYMOND YOUNG PUBLISHING CO.
Kansas City, Kansas
Readings, Plays and Entertainments
from all publishers.
Free catalogue.



Send for Complete Catalog
A.J. NYSTROM & CO.
3333 GRAND AVENUE
Chicago, Illinois

Collegiate Cap and Gown Co.

Graduation Apparel
CHAMPAIGN, ILLINOIS

GREAT NORTHERN HOTEL
State Teachers Ass'n's Headquarters
Convenient to Railroads, Shops, Theatres,
etc. Presentation of this ad will entitle
bearer to special reduced rates.
Dearborn Street and Jackson Blvd.
CHICAGO

Catalogue Salesmanship

Service without annoyance.

What you want, when you want it.
We distribute six separate catalogs.
Have you received our 1930 issues?
They describe **School Room Essentials**.
Invariably, orders shipped the day
received.

HOOVER BROTHERS, Inc.
922 Oak Street Kansas City, Mo.

SPECIALISTS'

EDUCATIONAL BUREAU

TEACHERS WANTED—College Graduates only, except
in vocational or special fields. All subjects except elementary. Fill the better
places only. All States. Get details.

320 N. GRAND AT OLIVE, ST. LOUIS, MO.



THE 5 MISSOURI State Teachers Colleges

HAVE ATTAINED THE HIGHEST
EDUCATIONAL RANKING

First, by the AMERICAN ASSOCIATION OF TEACHERS COLLEGES in being given *A* classification, the highest ranking of any institutions within its membership.

Second, by the NORTH CENTRAL ASSOCIATION OF COLLEGES and SECONDARY SCHOOLS in being among the first twelve teachers colleges in north central territory to be advanced to ranks of universities and colleges. Missouri is the only state to have all of its teachers colleges thus honored.

Third, by the character of service rendered and remuneration received by their graduates.

NORTHWEST MISSOURI STATE TEACHERS COLLEGE, Maryville, Mo.
UEL W. LAMKIN, President

SOUTHWEST MISSOURI STATE TEACHERS COLLEGE, Springfield, Mo.
ROY A. ELLIS, President

SOUTHEAST MISSOURI STATE TEACHERS COLLEGE, Cape Girardeau, Mo.
JOSEPH A. SERENA, President

CENTRAL MISSOURI STATE TEACHERS COLLEGE, Warrensburg, Mo.
E. L. HENDRICKS, President

NORTHEAST MISSOURI STATE TEACHERS COLLEGE, Kirksville, Mo.
EUGENE FAIR, President

*Send to your own Teachers College for General
Catalogue and Autumn announcements.*

Patronize Your Own Association

**YOUR STATE TEACHERS ASSOCIATION THROUGH ITS
PUPILS' READING CIRCLE
PROVIDES COMPLETELY FOR THE LIBRARY NEEDS OF
YOUR ELEMENTARY SCHOOL**

EVERY BOOK NEEDED
To carry out the work of the State Course of Study

EVERY ESSENTIAL BOOK
Listed in the State Course of Study

EVERY BOOK NEEDED
To make your school an approved school

EVERY REFERENCE BOOK
Your school needs

EVERY SET OF REFERENCE BOOKS
Your school needs

EVERY ELEMENTARY ENCYCLOPEDIA
Your school needs

EVERY SUPPLEMENTARY READER
Your school needs

EVERY PAPERBOUND CLASSIC
Your school needs

EVERY PROFESSIONAL BOOK
Your school needs

Your library needs are carefully met by the

MISSOURI STATE TEACHERS ASSOCIATION

Your credit is good here too.

Write for a catalogue order blank to

**E. M. CARTER, SEC'Y.
COLUMBIA, MISSOURI**